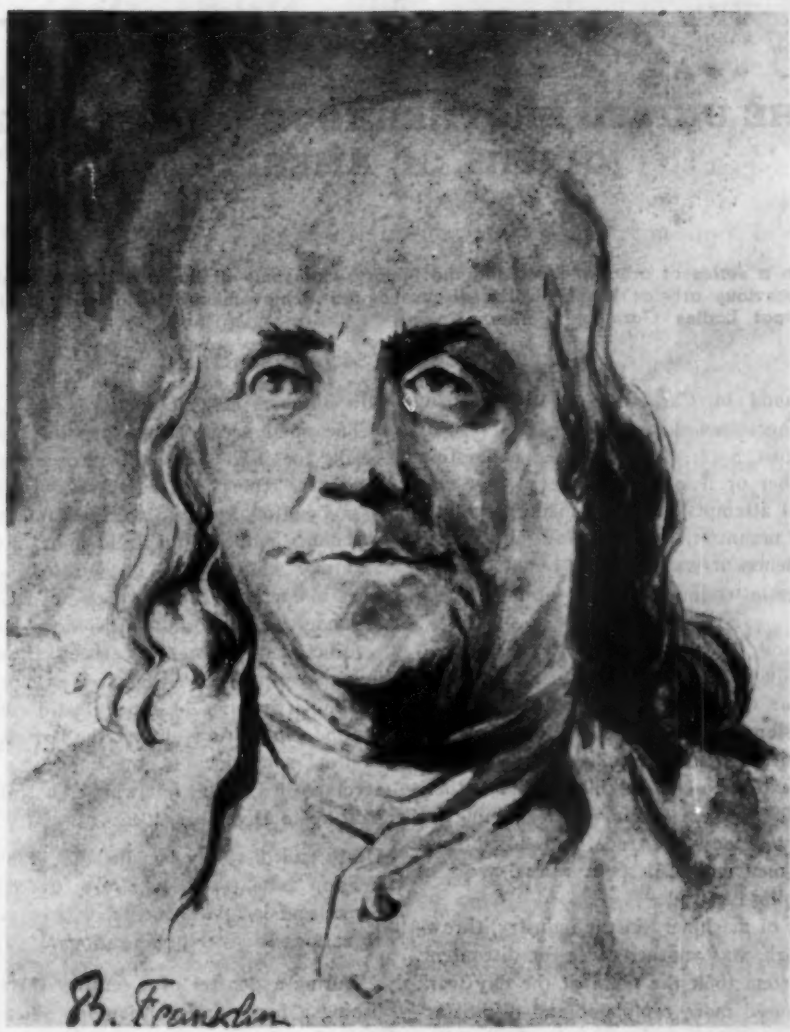


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• JANUARY • 1947 •



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Benjamin Franklin, b. January 17, 1706

Sepia (?) wash drawing by Fragonard, probably after bust by Houdon, one of 55 reproductions in catalog "Drawings, Old and New," Print Department of the Art Institute of Chicago



The
AMERICAN TEACHER

Labor Notes

By MEYER HALUSHKA, Local 1

MEET THE UNITED BROTHERHOOD OF CARPENTERS & JOINERS OF AMERICA

This is the third in a series of articles describing the history and some of the activities of some of the leading AFL unions. In previous articles Mr. Halushka discussed the achievements of the Electrical Workers Union and the International Ladies Garment Workers Union.

THE Brotherhood of Carpenters and Joiners of America was organized at a convention held in Chicago, Illinois, August 8-12, 1881. It was a question at that time whether or not it would be a success as several unsuccessful attempts had been made previously to form a national organization of the craft. With these discouraging experiences it was anything but a pleasant job for the delegates attending that convention to make another attempt.

On the other hand the carpenters 65 years ago had many unpleasant things to contend with, such as working long hours for poor wages under unsatisfactory conditions. The subdivisions of the trade brought specialization, lessened the demand for skilled labor, and opened the door to some extent to the unskilled. Besides, there was no apprenticeship system or method of training for those who wanted to follow the trade, and this did not help matters with men who had spent several years of their youth in learning the trade.

The introduction of machinery in the industry, throwing men out of work, was another cause for discontent. The piece work system took the place of the day work system and this caused more complaint and dissatisfaction. At that time competition was keen in the building industry. Cheapness was the rule. Quality did not count; quantity was wanted. A big day's work at as small a wage as possible was demanded. And so things went from bad to worse until they became practically unbearable. Was it any wonder that the delegates who met in convention in Chicago in 1881 were determined to organize an international union?

Thirty-six delegates were present from fourteen independent unions in eleven cities. The combined membership of these unions numbered 2,042. During the first ten years the work of organizing was a difficult matter. Gathering the scattered forces within the fold was no easy task; it took years of continuous, hard work to do this to any degree of satisfaction. In New York City and vicinity there existed what was then looked upon as a powerful and aggressive organization known as "The United Order of American Carpenters and Joiners," with a membership of 5,000. In 1888, a merger was effected with the United Order of American Carpenters and Joiners and the present name of the organization was adopted to read "The United Brotherhood of Carpenters and Joiners of America." Their membership

now numbers 720,000.

The good accomplished by the United Brotherhood speaks for itself. Scan the records from year to year, follow the reports of the general officers from convention to convention, and you will find wages increased, working hours reduced, the eight-hour day established, the Saturday half-holiday inaugurated, and the five-day week in operation. Organizing work has been attended to, misunderstandings and differences have been settled, jurisdictional disputes have been arranged, and general living conditions have been greatly improved.

The large sums of money paid out for other than routine expenditures during the last sixty-five years give at least some idea of the good this organization has accomplished. The following is a statement of benefits paid up to December, 1945:

Death and disability benefits.....	\$22,566,612.35
Pension benefits.....	10,215,635.00
Strike and lockout benefits.....	4,130,134.72
Donations to sister organizations.....	1,042,000.00

During a quarter of a century the question of establishing a home and pension for old members was considered, debated, and passed upon by one convention after another; but no definite action was taken except that the General Officers and General Executive Board were directed to gather statistics and information on these subjects for future reference, guidance and action.

Finally, on March 26, 1923, the first definite step was taken to establish a home for the aged and to inaugurate a pension system. Ground was bought at Lakeland, Florida, and a magnificent home erected thereon at a cost of over \$2,250,000.00. This expenditure provided ground, groves, buildings, and equipment complete. The home was publicly and officially dedicated on Monday, October 1, 1928, when the twenty-second general convention was in session there. A pension plan became operative on January 1, 1930. These undertakings are looked upon as some of the greatest achievements of the United Brotherhood of Carpenters and Joiners of America.

The growth of the movement has been of a steady, continuous character indicating that its founders built both wisely and well and that their successors followed closely in their footsteps.

(Continued on page 31)

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Mildred Berleman, Editor

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Architects and Educators Plan Better School Plants

A unique educational course has been established at New York University entitled "The School Plant and School Building Program." According to Dr. Walter D. Cocking, who supervises the course, past history shows that few designers of school buildings are adequately informed as to the practical building needs of educators and that educators, in many instances, do not know of the "technical limitations on buildings nor the state regulations with which architects must comply." By bringing architects and educators together in his course, which resembles a forum, Dr. Cocking hopes that the pooling of professional knowledge of both groups will influence the building of functional school plants constructed to best serve the needs of students. Dr. Cocking has stated, "The school plant must be an educational tool and not a monument to architects and school boards."

The initiation of such a course is significant in this period when new school buildings are being planned in many places to alleviate the present crowded conditions in the schools.

Foreign Educators Need Help

An appeal for assistance to foreign teachers has been made by Richard Welling, chairman of the National Self Governing Committee, 80 Broadway, New York City. From members of the Committee in Austria and Hungary, he states, comes a description of the almost unbelievable plight of teachers, some of whom work as day laborers on weekends to earn something to eat for their families. "They have few books and pool their resources to buy an occasional newspaper." One of the Hungarian Committee members, a worker for democratic ideals who miraculously survived the Nazis, writes, "We have great vitality in us, we are working for a positive democracy, but we need support from fortunate pedagogues of the democratic nations. We cannot feed our children of our own strength; not to speak of buying books and periodicals." An Austrian member appeals for CARE packages for the teachers and students of his country. Mr. Welling reminds us that ten dollars will send twenty-nine pounds of food to needy Europeans through CARE (50 Broad St., New York City).

President's Page

The National Conference for The Prevention and Control Of Juvenile Delinquency

THE National Conference for the Prevention and Control of Juvenile Delinquency, called by Attorney General Tom Clark, met in Washington, D.C., on November 20 and 22. The AFT was represented by Vice Presidents Borchardt and Simonson, and by your President on the Schools Panel; and by Mrs. Mary Mason Jones and Mrs. William Hicks of Local 28 on the panel on "The Home." In addition, Brother John Guenther, President of the Nebraska Federation of Labor, and Mrs. Flora Houston of Local 8 attended and rendered service on panels of their particular interest.

It should be noted that in the original call and in the composition of the original panel committees, not a classroom teacher of America was included. Only by strong representation to the Justice Department were AFT representatives, all classroom teachers, included in this conference so vitally affecting the schools and the youth of the nation.

The full report of the Schools Panel soon to be released merits the close study of all teachers in America and is a "must" for those who desire to meet the problems of delinquency as they affect the program of our schools.

Excellent as the report was in its finally approved form, it failed to recognize, save in the most cursory manner, the imperative need of more adequate financial support of our schools not only to reduce delinquency, but to meet the basic needs of the millions of children and youth now grossly short-changed in their educational opportunity.

The AFT representatives were able to secure the adoption by the Schools Panel of a final section to the report crystallizing and emphasizing this primary need of our schools. Federal aid, augmented by increased local and state aid, was endorsed. This added section follows:

THE FINAL IMPERATIVE

The problem of prevention extends far beyond limits thus far suggested in this report. America's schools,

because of inadequate financial support, today fail to meet the educational needs of millions of our youth, thus augmenting the ranks of delinquents. Since Pearl Harbor, 500,000 teachers have left the profession, 10,000 class rooms have been closed, oversized classes and excessive teaching loads are the rule rather than the exception. This year, nationally, one out of each eight teachers is teaching under emergency certificates unable to meet the minimum certification requirements of the states in which they serve. Teacher training institutions are well nigh denuded of trainees for the profession. All this to the detriment of our youth and to the denial to millions of adequate educational opportunity!

What do these data mean? They mean that our schools are unable today to meet the essential needs of our youth without considering the extra financial burden imposed by the augmented program heretofore recommended in this report.

We, therefore, recommend that local support of education be greatly augmented; that the states assume a much greater share of the cost of education within their borders conditioned upon maintenance of a specified amount of local support; and that federal aid be provided to supplement, not to supplant, local and state revenues for education ample in amount to make possible salaries adequate to retain in and to attract to the profession competent teachers, to permit reduction in over-size classes so as to make possible expansion in personal guidance, remedial care, and preventive procedures heretofore recommended and at present impossible.

Such augmented financial support will permit our schools properly to serve the needs of our normal youth, to reduce the number of prospective delinquents, to salvage for useful citizenship many present delinquents, and greatly to reduce the funds now expended on punitive treatment.

Adequate funds must be provided not only to reduce and to control juvenile delinquency, but equally important to offer to all American youth adequate educational opportunity through elimination of sub-standard conditions throughout the nation. When so financed, our schools can solve the problem of juvenile delinquency and provide more equal educational opportunity for all American youth.

The report of the Schools Panel to the full conference, unanimously adopted, is appended. It, too, in the final recommendation, again focuses attention on federal, state, and local aid in substantial amounts as the only hope of solving the problems of education and of juvenile delinquency.

SUMMARY OF RECOMMENDATIONS OF SCHOOLS PANEL

As reported before the conference, November 22, by the Chairman, THOMAS G. PULLEN

The problem of the prevention of juvenile delinquency is in the last analysis a responsibility of the entire community working through all its agencies both public and private. The school, however, because of its constant and intimate contact with all the children occupies a strategic position in the prevention of juvenile delinquency.

Assisted by all other forces of the community, it can and should be the leader in a direct frontal attack on the problem.

While the larger part of the attention of the school should be directed toward developing a complete school program which will make less likely any tendency on the part of pupils to form undesirable patterns of behavior the school must also accept responsibility of dealing with such behavior patterns when they occur.

In studying the entire problem and offering the recommendations that ensue, the Panel on Schools holds that any sound program of education must be based on these premises:

1. That every child is a unique individual whose worth and personality must be recognized and respected.
2. That every child is entitled to an educational program that is sufficiently flexible to provide not only for his basic social needs but also for his individual aptitudes, interests and capacities.
3. That the development of habits, skills, appreciations, attitudes and ideals is an important function of the educational program as well as is the acquisition of knowledge.
4. That spiritual and moral values must be a component part of the educational program.
5. That each child should have the right to engage in experiences that make possible for him achievement and satisfaction instead of frustration.
6. That each child, regardless of where he may live, is entitled to an adequate program of education.
7. That the primary aim of an educational program is the development of responsible citizenship.

Accepting these principles, therefore, the Panel on Schools makes the following recommendations:

1. A thorough study of the nature and extent of juvenile delinquency in each community.
2. The employment of persons qualified to understand pupil behavior and to use appropriate adjustment measures.
3. The provision of a curriculum adapted to the growth, needs, and interests of the children enrolled.
4. The maintenance of active cooperating contacts with welfare and recreational agencies of the community and with churches and law enforcement agencies.
5. The provision of opportunities for the "in service" training of teachers.
6. The development of a recreational program for children in their leisure hours.
7. A system of recording pupils' progress which considers the child's total adjustment.
8. A school schedule planned to allow time for individual teachers to work with individual children.
9. The holding of staff conferences to consider individual pupil's problems.
10. Provision for remedial instruction particularly in reading.
11. The setting up of special provisions for children with sensory defects.
12. Special attention given to meeting the needs of children living in congested and underprivileged areas.
13. The employment of a sufficient number of teachers

to permit reasonable class size and to encourage individual work with children.

14. The encouragement of a greater degree of parental interest in the schools.
15. An adult education program which will include parent education.
16. Special services for the schools including those of visiting teachers, guidance counselors, psychologists, psychiatrists, and trained attendance workers.
17. The establishment of child guidance clinics.
18. Adequate health services with regular physical examinations and with attention to both physical and mental health.
19. The utilization of the school plant on a day-round-year-round basic program of community activities.
20. The full enforcement of school attendance and child employment laws.
21. Provision for a continuing school census and pupil accounting system.
22. A salary scale for members of the school staff in keeping with the importance of their services.
23. The provision of clerical assistance for both principals and teachers in order to give them more time to work with children.
24. The offering in the program of teacher education of classes of functional value in the understanding of pupil behavior such as those dealing with the mental health of children, the adjustment of behavior problems, and the nature of treatment of delinquent behavior.
25. The appropriation of funds from local, state, and federal sources sufficient to provide an adequate program of education for every child in America.

JOSEPH F. LANDIS

Jobs for the Disabled in Britain

Beginning March 1, 1946 all British employers hiring twenty or more employees have been obliged to hire enough disabled persons to equal 2% of their total employment. Formal notice was served on employers two and one-half months before the scheme was to take effect in order to give them time to prepare for the statutory obligations which fell upon them under the provisions of the Disabled Persons (Employment) Act. The definition of a disabled person is "one who by injury, disease, or congenital deformity is substantially handicapped in obtaining or keeping employment or undertaking work on his own account of a kind which, apart from that injury, disease or deformity, would be suited to his age, experience, and qualification."

It is desirable to introduce a scheme of this complexity by gradual stages, and a start is therefore being made with the low figure of 2% as soon as the number on the Register in need of

the benefits of the scheme is sufficiently large to justify having a percentage at all. The prescribed percentage will not remain as low as 2% for many months, but will be raised as soon as is necessary to facilitate the resettlement of larger numbers of disabled persons. The 2% figure applies to all employers unless a special percentage is fixed for any industry.

The only disabled people who count for the purpose of the quota are those registered as such under the Act. Registration began on September 25, 1945, and the number who registered up to

December 17, 1945 was 140,000. The numbers registering were below expectations, but the rate of registration has increased weekly. The scheme gives to registered disabled persons a special chance of engagement in order to fill a quota vacancy, and a measure of protection against discharge "without reasonable cause."

The obligation to employ a quota does not mean that the employer must discharge non-disabled persons to make room for disabled. It means he must take the opportunity when engaging a fresh staff to build up his quota.

Teachers Can Help The Physically Handicapped

IT is the right of every person in a democracy to feel that he is a needed and contributing member of that democracy. Yet, too often, a physically handicapped person has no way of realizing this basic right. Thwarted in his desire for gainful employment he has frequently resigned himself sadly to dependence on relatives or society. Last year there were 300,000 disabled registered for positions with the United States Employment Service. How many more there must have been, out of the 28,000,000 in the United States with some physical disability, who after meeting rebuff after rebuff, had ceased to look for employment!

With the return to civilian life of men maimed in battle somewhat more attention has been given to the useful employment of all persons with physical disabilities. Their plight has been made a little less hopeless since it was conclusively proved that a goodly number of them, employed during the manpower shortage of the war years, made an enviable record when placed in positions fitted to their abilities. In such positions, according to the results of a study of the Bureau of Labor Statistics, their production efficiency record was superior to that of unimpaired workers; they had one-third fewer serious accidents; and they changed positions less frequently.

The results of various surveys are summarized by the Veterans Administration in this statement: "The average disabled worker, properly placed, is as good or better than the average normal workman in the quality and quantity of his production. . . ." Some hardheaded business men discovered that it was profitable to hire handicapped persons. Their record, however, needs to

be given wider publicity so that more employers will know their worth.

Along with the new attention given the adult handicapped has come, fortunately, a greater attention to the needs of handicapped children. With the growth of medical knowledge and the expansion of orthopedic facilities some children's diseases which tend to leave crippling after effects are being prevented or patients suffering from them are given more adequate treatment to prevent or minimize disablement. Increased stress on safety education plays its part in preventing disabling accidents.

Where disabilities cannot or do not respond to remedial treatment, the children suffering from them are being trained in special ways to take their places as useful citizens. There are special schools or classes for the blind, the hard of hearing, the maimed, and those disabled in other ways. Attention is being paid to the better psychological adjustment of the handicapped to their defects, and a little work has been done to help normal children develop more reasonable attitudes toward the less fortunate who crave not pity but understanding and the opportunity to make their own way.

There is much more, however, that needs to be done by the federal and state governments, by the public in general, and by the schools. Since it takes considerably greater funds to care for and educate the handicapped than normal persons, frequently assistance is needed by a community if it is to do its part adequately. Some aid is being given the handicapped by both state and federal governments but adequate legislation is still a thing of the future. The present woeful situation

is manifest in a recent statement of the Children's Bureau. It reports that *fewer than ten per cent of the country's physically handicapped children are being taken care of under federal and state programs*. State agencies, it asserts, report that some 20,000 children known to be in need of care are not getting it. It is obvious that the situation cries for action.

Meanwhile, before the government takes over its full responsibility, some private agencies, with limited resources, are striving to do what they can to span the breach between the need and its fulfillment. They are also, by the trial and error method, working out techniques by which the governmental agencies can profit when they take over their full and rightful responsibilities.

Since teachers are in a position to learn of the needs of the disabled in their communities, they










are being called upon, both as teachers and as socially-conscious citizens of their communities, for an accelerated interest in behalf of the physically handicapped. There is a great deal that teachers can do. They can survey the agencies in their localities and be prepared to refer cases that come to their attention to the appropriate one. If they find those agencies inadequate, they can work for legislation by the state and national governments to make them adequate. Meanwhile, by supporting the more or less temporary private agencies, they can give immediate assistance of importance. If, perchance, they wish to do more in a field where there is a rapidly expanding chance of real service, they can train themselves to teach special classes for the handicapped. Several of the outstanding universities of the country are offering special courses, in prepara-

The accompanying chart is based on information from a group of employers in Cleveland, Ohio, who reported on 3,650 employees with physical impairment. It is reproduced through the courtesy of the National Society for Crippled Children and Adults, Inc., 11 South LaSalle St., Chicago 3, Illinois.

The Society for Crippled Children and Adults, a voluntary agency with affiliated state agencies, is organized to give aid and direction to individuals and groups wishing to help the handicapped. It publishes a magazine, "The Crippled Child," and various other materials in the interest of the disabled. The Bureau of Information of the national office is a clearing house on problems met by people working with the handicapped. Perhaps the society's best known activity is the sale of Easter seals, the proceeds of which help finance medical care, treatment, and special teaching for the disabled.

HOW HANDICAPPED WORKER COMPARES WITH OTHERS

(CONFIDENTIAL REPORTS OF EMPLOYERS)

	 BETTER	 AVERAGE	 BELOW
 ATTENDANCE	47.4%	46.8%	5.8%
 RESPONSIBILITY	34.5%	63.1%	2.4%
 SAFETY	30.8%	65.6%	3.6%
 RELIABILITY	40.4%	55%	4.6%
 CO-OPERATION	31.9%	64.6%	3.5%
 EFFICIENCY	29.5%	64.5%	6%

tion for such teaching, including those in mental, social, and vocational guidance for physically handicapped children and adults.

Organized teachers, because of the strength that springs from organization, are in an especially favorable situation from which to work for needed legislation and for the expansion of training programs for teachers of the physically handicapped. They can also give united support to the interim private agencies that are doing helpful work. As members of a group or as individuals they can note and help the disabled child and adult and they can bring the community to an understanding of the worth of the handicapped employee. The effort will be a drain upon the all too meager leisure time of the average teacher but it will be effort well rewarded if even a few handicapped persons are enabled thereby to become social assets and not social liabilities.

The Single Salary in Natal

A recent copy of *The Mentor*, official organ of the Natal Teachers' Society, indicates a South African position on salaries. An editorial states:

"We understand that a sub-committee of the Inter-Provincial Consultative Committee has been appointed to consider the question of effecting some measure of uniformity of teachers' salaries throughout the Union, with instructions to report at a fairly early date. For this last we are duly grateful though whether Natal teachers can hope to gain much by the deliberations seems doubtful; and there is at least one grave danger looming ahead. The other three Provinces have scales which differentiate markedly between primary and secondary teachers, even when they hold precisely the same qualifications. The underlying assumption that primary education is less important than secondary is a relic of the bad old days of the contrast between the Dame-school and Eton or Winchester. Happily, in Natal we have achieved parity of salary on qualifications; and this principle is also enshrined in the latest Burnham scales. It is a principle which must be upheld in Natal at all costs and fortunately there is every reason to believe that the representatives of Natal on the sub-committee referred to value this principle fully as highly as Natal teachers do."



EDUCATION ON WHEELS FOR GI'S

ACME PHOTO

GI's line up before the library truck, parked in front of the 1st Cavalry Division Headquarters in Tokyo. The Library contains textbooks and other informational material related to the 450 courses offered by the U. S. Armed Forces Institute.

Secretary-Treasurer's Page

AFT Forging Ahead

RECENT visits to a number of AFT locals of various types and sizes indicate the excellent progress which the AFT is making in various fields and activities. Teachers in city after city in the United States are turning to the AFT because of the failures of non-union teachers' organizations to solve the professional problems of teachers.

A Large New Local at Dayton, Ohio

On Monday evening, October 17, I had the pleasure of presenting a new charter to a group of approximately 250 teachers in Dayton, Ohio. This group was made up almost entirely of high school teachers. On November 18 I again addressed a meeting of more than 250 teachers at the Miami Hotel in Dayton. This group consisted largely of grade school teachers. This splendid new local in Dayton promises to have a membership of 500 in the near future. The sudden development of the AFT in Dayton was largely due to the failure of non-union teachers' organizations to negotiate a satisfactory salary schedule. Under the salary schedule proposed by the administration the increases received by some high school teachers would be a little over six dollars per year. The teachers turned to the labor movement of Dayton for assistance and were advised to affiliate with the AFT. As a result of this advice the two large meetings were held in Dayton.

Large College Local at Richmond, Kentucky

The local at Richmond, Kentucky, is one of the largest and most active college locals in the AFT. Secretary-Treasurer Edward Weyler of the Kentucky State Federation of Labor has expressed to me high praise of the splendid service this local has rendered in working out a state-wide program of workers' education in Kentucky. It is probable that no state federation of labor in the United States spends so large a percentage of its budget on workers' education as the Kentucky State Federation of Labor.

Atlanta Local Honors Miss Allie Mann

On November 21, I had the pleasant duty of representing the national organization at a dinner

meeting of the Atlanta local, No. 89, honoring Miss Allie Mann, former AFT vice president and leader for many years in the Atlanta local. Miss Mann retired recently after serving many years as a classroom teacher and more recently as Director of Attendance and Census of the public schools of Atlanta. The Atlanta local, which represents nearly 100% of the teachers of the city, has an extraordinary record of professional achievement.

New Local at Joplin, Missouri Making Excellent Progress

Following the meeting in Atlanta, I began an itinerary of speaking engagements in the South and on the West Coast. On Saturday evening, November 23, I met with an enthusiastic group of teachers at the Connor Hotel in Joplin, Missouri. This group consisted of members and prospective members of the new AFT local in this city. Joplin is one of the many Midwestern cities between 25,000 and 100,000 in population which are turning to the AFT for increased professional strength.

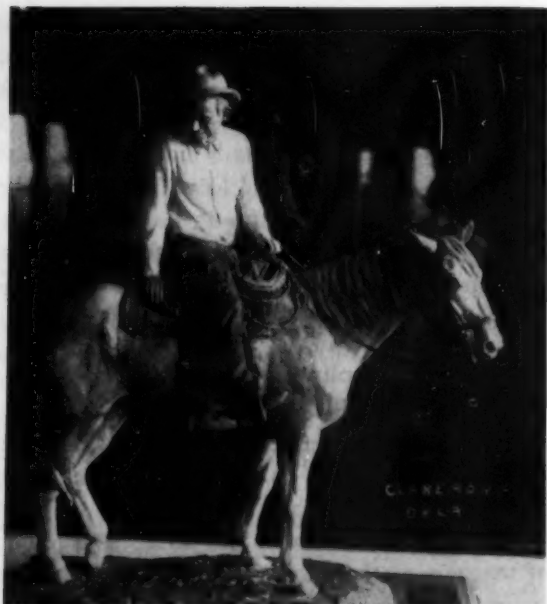
Southwestern Cities Interested in Organizing

In several large cities of the Southwest where it has been impossible in recent years to organize the teachers, labor leaders report that some of the teachers have expressed interest in organizing AFT locals. In some of these cities locals were organized in the early history of the AFT but faded out as soon as some immediate objectives had been accomplished with the support of organized labor. For this reason some of the leaders of the labor movement in this section of the United States lost interest in helping to organize teachers. There is good reason, however, to believe that the situation is now changed and that a number of strong AFT locals will be organized in this area.

Will Rogers, AFL Member

These notes are written at a beautiful shrine at Claremore, Oklahoma, commemorating the life of one of the most noted members of the American Federation of Labor—Will Rogers. As an enthusiast for aviation and a seasoned air traveler, the great humorist and practical philosopher was a member of the Airline Pilots' Association, which is affiliated with the AFL.

The war torn world is sadly in need of much of the plain thinking of this great American. Beneath the bronze statue of him in the beautiful



STATUE OF WILL ROGERS AT CLAREMONT,
OKLAHOMA

memorial building, built in his memory by the citizens of Oklahoma, is inscribed one of his most famous sayings, "I never met a man I didn't like." A cartoon in one of the rooms of the memorial portrays a sick world crying for the "humor, sense, and tolerance" of Will Rogers.

In April 1944 I addressed the same Chamber of Commerce in Juneau, Alaska, which Will Rogers addressed just before the fatal crash at Fairbanks. Business men told me that he came ashore, after landing early in the morning in the bay at Juneau, and purchased a complete rain outfit including hip boots, raincoat, and rain hat. Then he ordered a second outfit exactly like the first for Wiley Post. When he offered his check for the two outfits, the merchant who did not recognize Will said, "Is this check any good?" Will replied, "This check has just about as much rubber in it as your raincoats." The check was never cashed. After the tragic plane accident at Fairbanks, the merchant kept the check as a souvenir.

THE EDUCATIONAL CRISIS

By PROF. WALTER G. O'DONNELL

Department of Economics, Ohio State University

*Vice President of the Ohio State University Federation of Teachers Local 438,
American Federation of Teachers*

AMONG the most significant of the social maxims of the late H. G. Wells was his observation that civilization is a race between education and chaos. In this vein, most contemporary signs point to chaos in this country. Educational standards are crashing throughout the American educational system, in both the private and the public domain, but the damaging decline is being camouflaged in most communities by a complacent brand of journalistic economania that pretends to find a satisfactory solution to the current educational crisis in the quonset design of make-shift expedients. Only in a few cases of educational sanity have class sizes and enrollments been limited in proportion to available facilities and a qualified teaching staff. Educational administrators, who must certainly know better, have loudly proclaimed to the public that the post-war problems of education have been solved merely by the enrollment some place or other of those who have been given the financial means to match their desire for educational op-

portunity. It would be as unreasonable to announce a serious surgical operation a success as soon as the client is admitted to the hospital. This pseudo-solution of a manifold problem on a shanty basis constitutes a major obstacle to a substantial solution of the post-war educational crisis. It is an invitation to eventual disaster.

Never before has this nation, along with the world at large, been more needful of a reconstruction, revitalization, and expansion of educational institutions to confront a challenging array of post-war problems with a field of general intelligence sufficient to further the vital human interests embodied in the democratic cultural pattern of group life. The values of the democratic way of life, protected on far-flung battlefields of two world wars at such incalculable human cost, might far more easily be lost in the ramshackle educational system of a nation apparently more niggardly with its tax dollars than with the lives of its youth. No nation nor culture can be any greater than its schools, and the schools can be

no better than their teachers.

The rational direction of the tremendous kinetic forces of an atomic age, the devotion of technological advance to the service of human needs, the establishment of a durable world peace on the basis of justice and enforceable law, the guarantee of full employment and orderly industrial progress, the erasure of class lines by an equitable distribution of income and opportunity, and the progressive reduction and social insurance of the risks of life are among the epic problems that confront this generation as it muddles through one of the great transitional periods of history. We sent our youth into physical combat with the best possible military equipment; we send them into a philosophical and cultural post-war conflict with antiquated and inadequate educational services. How can anyone find much hope for a settlement of a world crisis, or the sound solution of the persistent problems of our national economy, as long as the educational crisis is allowed to continued under a screen of Pollyanna publicity, dispensing to eager youth an adulterated form of education?

The Rapid Increase in Enrollment May Aggravate the Crisis

To a large extent, education under false pretense is being offered to contemporary youth, especially the beneficiaries of the G. I. Bill of Rights, in whose name huge sums of public money are being wasted to subsidize fly-by-night educational fakers, resurrect private educational ventures which earned their burial long ago, and overburden well-established private and public educational institutions beyond their present capacity. Instead of a well-planned educational reconstruction to meet the collective needs of the post-war world, we are giving a colossal hand-out to educational inefficiency and downright incompetence through the innocent hands of veterans who know too little about education to realize, as yet, how little education they are getting in many quarters and many courses. The mere enrollment of some of our ex-servicemen, in one place or another, does not mean an end to the educational crisis; it is just the beginning. As time goes on, the substantial failures attendant upon the institutional paralysis of education will break through the superficial numerical accomplishments of the registrars. It remains to be seen whether education will register as well with the veterans as the veterans registered with education.

Enrollments cannot solve the critical problems of American education; in fact, increased enrollments are a source of aggravation. The threefold aspect of the modern educational crisis consists of inadequate educational facilities and opportunities, declining educational standards, and a grossly insufficient number of professionally qualified teachers to serve the needs of youth. The erroneous notion prevails, even in some supposedly high educational circles, that education consists in occupying a seat in a classroom (or shanty) with a certain number of hours of exposure to the schedule of an educational assembly line. It is as easy to drive square pegs through round holes as it is to maintain educational standards by increasing enrollments by 100% or more with an acute shortage of qualified teachers in an educational plant that is out-of-date and paralyzed by the inadequacy of financial support and lack of material priorities. In this situation, educators have strengthened their claim to the title of the molycoddle profession, compromising their fundamental educational principles by prostitution to expediency under the false impression that the educational crisis is merely a temporary emergency that will pass of its own accord as we return to normal. Educational administrators boast of their ability to boost enrollments from one hundred to five hundred percent, by the overcrowding of limited facilities, the overloading of teachers, the hiring of inexperienced and unqualified teachers, and the overflow of their institutions into shantytowns, quonset huts, and barracks that enable them to put all comers under some kind of roof, in front of some kind of teacher, under some kind of pretense that all of their offerings are educational. Even teachers who are not yet affected by the false sense of business economy that obsesses the minds of so many administrators have fallen in line meekly with the temporizing trend, some of them actually bragging of the size of their "superclasses" as though this were a mark of distinction for "super-teachers" instead of an insult to the entire profession. Why not carry the once widely discarded lecture method a step further and save space by allowing the pupils to remain at home and take their courses over the radio? This will make for even bigger classes and fewer teachers. Carry the lecture method to its logical conclusion and you can dispense with many of our present educational institutions, lay off most of the remaining teachers and confine the future of culture to a glorified correspondence school.

The Crisis Is Not Temporary

Many public officials and educational administrators are making the tragic mistake of regarding the modern crisis in education as a transient condition due to temporary causes associated with the war, and of assuming that a return to normalcy will automatically dispose of their problems if they can only erect enough shacks and hire enough hacks to maintain the appearances of education for a few years. In Governor Dewey's letter summoning the collegiate presidents of New York to meet for a solution of the educational problem in his state, the word "temporary" appeared repeatedly at strategic and prominent points in the message. There is nothing temporary about the causes of the chronic shortage of qualified teachers. It was recently estimated by Dr. Ralph McDonald that 600,000 teachers have quit the profession since 1939, and about 60,000 positions have not been filled. Over one hundred thousand persons are teaching under emergency permits without having demonstrated that they have the formal qualification for the responsibilities of teaching. The situation is even worse in colleges and universities where formal educational requirements for teaching are seldom required and graduate students are drafted on a wholesale basis to assume the duties of teaching. It is assumed in collegiate personnel administration that if a student knows a subject he can teach it. The results of this fallacy are shameful from the professional standpoint and fraudulent from the viewpoint of the intelligent student. It is admitted that some of these people may develop into excellent teachers, accidentally, but if this principle of haphazard selection is sound, colleges of education are parasitic, and we might as well remove all formal qualifications for teaching from the nursery school through the university. By this procedure, teaching will cease to be a profession, and every Tom, Dick, and Harry may practice it as a vocation at the expense of youth.

There is nothing temporary about the lack of adequate facilities and opportunities for education at all levels of learning. The inter-agency Committee on Educational Opportunities, headed by Miss Katharine F. Lenroot of the United States Department of Labor, has found sixteen million American youth adversely affected by lack of educational opportunity. It was estimated by this group that only sixty percent of the children of families of moderate incomes and

thirty percent of those from the lower income groups complete their high school education, generally because of lack of financial means. Education, especially on the upper levels, is still largely a special privilege rather than a common opportunity for those who demonstrate their merit. Those who look forward to a return to "normalcy" in a few years base their calculations on the expiration of opportunities for education under the G. I. Bill of Rights, upon the assumption that a general retreat will be made back to the limited opportunities of pre-war days. Only in the human species can we find "birds" who endeavor to fly backwards. This assumption runs counter to a long term trend in the direction of expanding educational opportunities. The educational provisions of the G. I. Bill of Rights might well be supplanted, eventually, by a Bill of Rights for Youth. In many states the spread of public junior colleges and state scholarships for deserving youth in vocational institutes are pointing the way to future educational development.

A makeshift program of temporary expedients cannot be relied upon to solve the fundamental educational problems of long standing which lie beneath the smokescreen of administrative dilly-dallying and superficial accomplishment. A long-range planning of progressive educational development is what is needed in order that educational institutions may improve and expand their offerings to meet the increasing demands for educational opportunity in our time. Unfortunately, some educators and many public officials do not know the time of day. They are planning to return to a past that is gone forever. This is a costly sort of romanticism.

The Shortage of Qualified Teachers Is One of the Main Factors

The immediate cost of resolving the current educational crisis by a substantial reconstruction, reform, and expansion of educational institutions will be much lower than the ultimate cost of continued neglect of the basic problems. The chronic shortage of qualified teachers, which is one of the main factors in falling educational standards, can be corrected only by making the teaching profession more attractive to our more competent young people. This means raising teachers' salaries to a level comparable with that of other professions of lengthy preparation and similar responsibility, and providing democratic working conditions and

a dignified social and civic status for active and independent-minded educators. Issuing emergency certificates to unqualified persons and even subsidizing the education of future teachers will provide no real solution. These makeshift devices merely delay the application of genuine remedial measures. A progressive society must pay its way by the support of educational facilities adequate to maintain progress and provide the intellectual climate for a timely solution of the rapid procession of problems that accompanies change.

Education provides not only the cultural foundation and scientific means for collective advancement, but the social attitudes and intellectual facility to attend to the resultant problems. The more rapid the progress, the more frequent the need for overhauling and reconstructing educational institutions. Much of the architecture and equipment of American educational institutions is obsolete, along with much of their administrative policy and teaching perspective.

Red Tape, Excessive Teaching Loads, Fear, Sap Teachers' Energy

Routines of regimentation and red-tape, congestion, large classes, excessive teaching loads, fear, insecurity, and exploitation for quasi-administrative and clerical functions are sapping the energies of many teachers, causing many to leave teaching for more remunerative and less nerve-racking fields while others hang on until they retire or collapse with nervous prostration. In one big and supposedly "efficient" commercial high school in the Midwest there was quite common agreement among the faculty that continued tenure depended upon the following of this admonition: "Keep your many detailed records accurate and in perfect balance, and then—if you have any time left—teach." There is too much lost motion and too much energy diverted from the fundamental task of good teaching in many present-day schools which have developed bad cases of institutional paralysis by the slavish imitation of outmoded policies of business management.

Our Whole Educational System Should Be Reconstructed

Our whole educational system needs rebuilding; not only the physical structure, but professional morale, administrative vision, and the intellectual integrity of faculty members free from fear, free from insecurity, and endowed with

an effective voice and vote in the formulation of policies of general concern to the teaching profession and educational standards. More education in democracy depends upon more democracy in education.

Besides these internal administrative reforms and the improvement of the financial, social, and civic status of the teaching profession, a number of comprehensive movements designed to extend educational opportunities and services are deserving of active support from those who realize the vital role of education in the modern world. Society will lose the benefit of much needed human talent in the critical days ahead if personal financial limitations are allowed to deprive deserving young people of educational opportunity. We cannot afford to tolerate the status quo in educational opportunity. Through public scholarships, the further establishment of public junior colleges, various forms of Federal aid for the education of all highly competent youth in all the schools of all the states, and a considerable expansion of the facilities and services of the state universities, it behooves the people of this country to use more fully and more economically their most vital and valuable resources—their human resources.

Too few of our state universities have manifested initiative in opening up new fields of educational service in the interest of the people of the state. In fact, some of our progressive privately endowed universities have forged ahead of them with such necessary innovations as Colleges of Labor or Industrial Relations and Schools for Workers' Education. The excellent work done by the Agricultural Extension Service of most of our state universities could be duplicated in the interest of other vocational groups in the state, including labor as well as industry. But above and beyond these special vocational aids, the public educational system owes a great deal more attention to the advancement of adult civic and cultural education. Cultural and recreational community centers and the development of neighborhood public forums provide almost unlimited opportunities for the expansion of public educational services, with the school radio transmitters now at hand to generate interest and secure attendance in the adult educational activities of the community. The state universities might well cooperate more fully with the other public schools of the state in the furtherance of adult education. Every public school

structure that remains darkened after the children or daytime pupils retire for the day, is an idle waste of plant and equipment and a depressing reminder of our failure to make adult education a living reality in the community. Is it any wonder that we have reached that state of confusion which leads to chaos?

No institutional system of social and economic organization can count on survival if the educational means for its regeneration and advancement are neglected. Although the United States stands in the vanguard of modern nations in wealth and economic power, the narrow and niggardly public policy that prevails with regard to the support of public education is rapidly undermining our cultural foundations. To maintain supremacy in the development and applications of science and make our economic system work in the common interests of man within a democratic political framework, we must make an all-out effort to gain educational supremacy in proportion to our financial resources. If the money that is being wasted in the stirring up of fear and hatred among our people were devoted to the generation of hope, goodwill, and intelligence through organized educational expansion, there would be far less reason to fear war and social revolution. Economic and political institutions are constantly on trial in the vast court of public opinion, with the judgment hinging on the results in terms of living conditions. Education is the

best possible investment for public funds, paying social dividends many times over; it is the best form of insurance that we can buy to preserve the fundamental values of our liberal way of life and assure the progressive enrichment of our positive liberties and opportunities in the course of social and economic evolution. It is senseless to fear the overthrow or radical alteration of an economic and political system that is working well for the commonwealth; if, on the other hand, a system is not working well, in comparison with practical alternatives, then no sensible person would fear a major operation on the body politic. There is no rational ground for fear in either case from the broad social standpoint. Our greatest fear, if we must have one, should be that a creeping paralysis might spread through an undernourished and degenerate educational system and sap the vitality from the social organism. But constructive hope can be regained in a fundamental program of educational reconstruction and expansion which will be sufficient to make democracy work to the satisfaction of those who ultimately pass judgment on its accomplishments—the common people of the world. The ultimate decision of the masses with their numerical potential is irresistible. With adequate educational opportunities, their aggregate judgment can be made more rational, more safe, and more sound. One way or another, our future will be determined in the schoolrooms of the nation.



GREEK CHILDREN HELP IN REBUILDING. School children in Greece are working, along with their elders, to alleviate the housing shortage. Here, children of Kalambaka work with shovels and pickaxes, digging material for mortar to help rebuild their teacher's house. The "truck" operates on the "scooter" principle.

ACME PHOTO

The Stutterer

By ELIZABETH C. MacLEARIE

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Most speech pathologists of the present day make no distinction between the terms stuttering and stammering; the former term is the preferred one. Stuttering has been defined as a rhythmic disorder in speech in a person who is aware of his speech as being different from that of other people and who reacts to it as though it were a handicap. There has been a great deal of research to determine the cause, but so far the fundamental factor has not been discovered. West, Kennedy and Carr in their book *Rehabilitation of Speech*, have labeled this unknown factor dysphemia; i.e. the inner condition which produces as a symptom the thing we call stuttering. Because we do not know this fundamental cause, we cannot speak of "curing" stuttering. We can only try to improve environmental factors so that the symptom, stuttering, will disappear or diminish in severity.

There are two phases of stuttering—the primary stage, during which the child does not realize that he stutters, and the secondary, or more serious stage, which occurs after he realizes his affliction and has built up an emotional reaction toward it.

In the primary stage we have the easy, effortless repetition of words or syllables quite common in the child who is learning to talk or in the kindergarten child who is trying to express himself before the group for the first time. The way in which a child is handled in relationship to his developing speech may be the determining factor as to whether or not he becomes a stutterer. Such a child should never be told by parents or teacher that he is stuttering, or to stop and start over. Rather he should be placed at ease, and be made to feel unhurried. If he can be kept in the primary stage, his chances of overcoming his difficulty are much greater.

Here are a few general principles which, if faithfully carried out, will do much to ease the case of the stutterer. Because the stuttering child has more tax upon his energies than other children, it is very important that his daily regime be carefully planned and strictly followed.

1. An early bedtime hour should be established. The stutterer needs more rest than the average child because he burns up more energy in the course of the day. He should have his own bed and if possible his own room, even though

this will inconvenience other members of the family. If the radio disturbs him, it must be turned off. It may be necessary for the parents to give up going out in the evening or entertaining at home on school nights.

2. A very thorough examination should be given by the family physician to put the child in the best possible physical condition. He should have a well-balanced diet. Unless there is a definite food allergy, he should eat the food placed before him without fuss. Perhaps older members of the family will have to set better examples.

3. The child should learn to play happily with other children. His play should be moderate, as he is easily stimulated and tires quickly. He should have short rest periods in mid-morning and mid-afternoon. For the school child a ten-minute rest on the davenport after lunch is important. He should be kept away from other children who dominate him or make fun of his speech. Brothers and sisters must cooperate in making him happy, but he should not have an unfair share of attention.

4. The members of the family must not show any outward concern about the stutterer's speech. If his speech is treated as normal, he will have less fear of speaking and so speak better. Sometimes a child enjoys the attention given his speech and so continues to stutter to keep that attention. The family should not say, "Say it fast and get it over with," or "Say that again, and don't dare repeat." Instead members of the family should speak a little more slowly. Presenting a good speech pattern is more helpful than telling the stutterer to talk in a manner different from all other people that he hears. If there is emotional conflict in the home, he cannot be expected to be the only member of the family to talk calmly.

5. The stutterer must not listen to exciting radio programs, such as horror mysteries. He should go to very few movies and then with a parent. Nightmares result from too exciting shows and radio programs. Swimming, dancing, walking, and skating are to be encouraged because of their rhythmic value. They are non-competitive.

The teacher's manner should be calm, casual, unhurried and unannoyed. She should not turn away when he is speaking, but look directly at him as she would a normally-speaking child. This

attitude will not only put him at his ease, but will also serve as a model for his classmates. The stutterer's inability to express himself fluently should not cause the teacher to underestimate his grasp of the subject, nor should her sympathy for him lead her to give him the benefit of the doubt. He should be encouraged if he wishes to recite. If he seems to be using his speech defect as a means of side-stepping his responsibilities, he should be required to attempt an oral recitation. However he should not be given an undue amount of oral work, thus depriving the other children of their fair share of the time and the teacher's attention. The stutterer should be included in as many groups activities as possible. He is able to participate in singing and in choral reading. He may be given home room responsibilities.

Stuttering appears mainly as a disorder of childhood. In many cases, as normal maturation takes place, the symptoms of stuttering tend gradually to disappear. The adult stutterer is likely to fall into the trap of self-pity, self-indulgence and self-deception. He attempts to explain his failures on the basis of the speech handicap. He should be made to feel that his speech is not an unmentionable subject, neither should it be a source of unending conversation.

A well-balanced social adjustment is valuable for everyone. Some stutterers have achieved this, others have not. Practice in everyday social conventions will help to remove self-consciousness.

Because of the nature and complexity of the disorder, the stutterer should be referred to a competent speech therapist.

—From *The Cleveland Union Teacher*

First General Conference of UNESCO Held

THE first general conference of the United Nations Educational, Scientific, and Cultural Organization opened in Paris on November 19. This meeting was the culmination of a long period of preparation.

The idea of UNESCO sprang from the London discussions, during World War II, of the ministers of education of governments in exile. The ministers first met to consider the educational needs of countries in the postwar period but the discussions broadened to include general matters pertaining to future international cooperation in educational, scientific, and cultural fields. In 1944 the United States Department of State formally joined in the discussions.

It was early recognized in the exchanges of points of view that the educational and cultural organs of the League of Nations, which were added to that international organization as a kind of afterthought, had been inadequate and would not fulfill the needs of the world after World War II. The outlines of UNESCO were more clearly defined in the plans of a preparatory group invited to meet in San Francisco before the United Nations conference. It became a reality as a result of meetings in London beginning November 1, 1945. From the London discussions it emerged with a constitution setting forth its basic ideals and purposes. An organization, consisting of a general conference, which was to meet annually, an executive board, and a secretariat, was outlined in the constitution. The first general conference was set to meet in Paris.

The United States became a full fledged member when President Truman signed a joint resolution of Congress on July 30, 1946.

The principal purpose of UNESCO, according to its constitution, "is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture." Its purpose is to be realized by using mass media of communication such as the radio, motion pictures, and the press; by fostering popular education; and by protecting the world's inheritance of books, works of art, and monuments of history and science.

The first general conference is in progress in Paris as this is being written. The delegates have been asked to work out long-range programs in the fields of education, mass communications, libraries and archives, natural sciences, social sciences, and the creative arts. Special attention is also to be given to such questions as international student and faculty exchanges, and to the problem of educational assistance to war-devastated and other areas.

Russia is the only major power that has not yet joined the organization but some of the countries in her sphere of influence have done so.

An important beginning has been made but the success or failure of UNESCO, like that of other international organizations, will be determined in large part by the degree of understanding of its aims and purposes by the people of the world and by their will to cooperate in achieving those aims and purposes.



ACME PHOTO

UNESCO CONFERENCE OPENS IN PARIS. The first general conference of the United Nations Educational, Scientific and Cultural Organization was held at the Sorbonne in Paris on November 19, and was observed with great solemnity. In this photograph Georges Bidault, then Provisional President of France, is delivering an address to the delegates.

Adult Education in Scandinavia

By DR. SVERRE ARESTAD

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IMPORTANT as the folk schools have been, the larger achievement in adult education in Northern Europe has come through the Workers' Educational Associations. Although the Workers' Educational Associations have complete autonomy, they are very closely related to the Labor Unions, the Social Democratic or Labor Political Parties, and the Consumers' Cooperatives, all of which are based upon the wage earning classes and the small farmer class. All of these are merely branches of one larger, main movement. Adult education in Northern Europe would have small value were it not for the Labor Unions that bar-

(Last month Dr. Arestad discussed the folk schools of northern Europe; this month, in the second half of his article, he explains the contributions of the Workers' Educational Associations to adult education.)

gain for higher wages and better working conditions, the Labor Parties that pass legislation for unemployment relief, care for the indigent, and provide everybody with at least a modicum of social security, and the Cooperatives that sell cheaper or hold commodity prices down. Conversely, higher wages and better working condi-

tions and advanced social legislation would mean much less if the people were not able to acquire a cultural background, thereby making their lives fuller and richer. Moreover, it is doubtful if the practical and material advancements of the wage-earning classes would have occurred had not adult education taught these people their proper function in society.

When trade unions began to be organized in Northern Europe, about the middle of the nineteenth century, there developed the first organs for adult education among the industrial workers. The first trade union that has had continuous existence, the typographical union of Sweden, was formed in 1844. Its members had no intention of carrying on trade union activity; they wanted simply to introduce culture among the members, for they thought that by becoming *cultured* they could live comfortably like the middle classes. Other unions in the late 1840's and early 1850's, like the Thrane unions of Norway, were primarily interested in attaining the immediate goals of better working conditions and higher wages. So, while they had no organ for general cultural knowledge, their members did receive specific information concerning trade union activity. Throughout the latter part of the nineteenth century, adult education among the industrial workers was implemented through the respective unions.

Workers' Educational Associations Are of Recent Origin

Although adult education is as old as the labor movement itself, the Workers' Educational Associations, through which all workers' education is now channeled, are of comparatively recent origin: the Swedish, 1912; the Finnish, 1919; the Danish, 1924; and the Norwegian, 1927. The Workers' Educational Associations get their membership through group affiliation. To the Association in Sweden, for example, belong fourteen national organizations, the most important of which are: The National Federation of Labor (840,234 members), the Cooperative Association (605,769 members), the Social Democratic Party (398,600 members), the Social Democratic Young People's League (103,182 members), and the Swedish Workers' Central Organization (31,250 members), whose aggregate membership, 1937-1938, was 2,015,403. (These figures have increased considerably in the last few years.) There is a good deal of duplication of membership here, for one person might be a member of several

of the above organizations, e.g., the National Federation of Labor, the Cooperative Association, and the Social Democratic Party.

In Denmark and Norway the Workers' Educational Associations are open only to members of labor organizations, while in Finland and Sweden they are accessible to all regardless of political belief or opinion or of affiliation. In Finland and Sweden the Associations are heavily subsidized by the state, in Denmark only nominally, while in Norway not at all. For example, during the year 1937-1938 the Swedish government granted a subsidy to the Workers' Educational Association of \$61,594, while the Danish state made a grant to its Association of about \$4,000. In 1944 the Swedish state grant was in excess of \$100,000.

Workers' adult education is similar within each Northern European country. The extent of the participation is dependent largely upon the size of the respective populations, but, in part, too, upon the proportion of rural to urban dwellers, for the urban areas have a proportionately larger per capita participation than the rural areas. The nature of the subject matter preferred is determined by occupation and by local conditions. While students enjoy freedom of choice in selecting subjects for study, the Workers' Educational Associations usually offer four basic courses: elementary subjects like arithmetic and beginning languages, the fine arts, the humanities, and the social sciences. Of these four major groups the social sciences lead in the larger industrial centers and cities, while the elementary subjects are most popular among the rural populations. Except for Denmark, the most important method of carrying on the work is through the study circle.

Study Circles and Their Influence

Study circles originate locally, either through local initiative or through urging from the central organization or both. They are composed of from ten to fifteen members who meet either in the members' own homes or at a local hall. One of the members is chosen to act as leader for the term of the course or a new discussion leader may be chosen for each meeting. The time and frequency of meetings, the subject to be studied, and the organization of the study circle are determined by the members themselves. There are no fees to be paid; the only expense is the cost of the textbook, ranging from fifty cents to a dollar. The texts are furnished by the central organizations or their distributing centers. The texts, written by authorities in the respective fields, are

supplied with apparatus for study, questions, suggestions for further study, references to collateral materials, etc. Usually in the humanities and the social science courses the work is completed by the study circle. For other subjects, like the elementary subjects, the study circle may be a corresponding circle, sending in the papers for correction by the central organization staff.

No member is compelled to attend meetings of his study circle, no credits are received, no grades are given. The only incentive is self-improvement, although social pressure of a kind does prompt the hesitant prospect to decide to join a study circle and the same force assures regular attendance. When the first course of study has been completed—three months or six months may have elapsed, depending upon the nature of the course and the ability and incentive of the members—all the members may decide to begin the study of another subject or continue the one they have already begun. If some members drop out because of pressure of work, change of location, or sickness, others may be recruited and study continued.

As an example of the continuity a study circle may enjoy, we may mention the record of study circle No. 71 of Sandviken, Sweden. In a little pamphlet, "The 25 Year Chronicle of a Study Circle," (1937), the story of No. 71 of Sandviken is told. In its first 25 years of activity it had had 100 members who had studied with the circle for shorter or longer periods of time. Sixty-six percent of the members were steel workers, the other forty-four percent being divided among fifteen other occupations, including school teachers, bakers, painters, carpenters, and one postman. Five were elected to parliament, twenty became members of school boards, twenty-five obtained seats on municipal councils, six on boards of public works in small communities, etc. Their ambitious study program included subjects from the history of slavery in ancient times to a comprehensive review of modern world literature.

Other Mediums of Adult Education

In addition to the study circles there are various other mediums through which the central Associations and their affiliates reach their members, e.g., lectures, films, magazines, newspapers, and the amateur theater. These various methods care for practically every kind of interest and satisfy every end of the extensive adult education program in the Northern European Countries.

In Denmark, much of the workers' adult education is carried on through established workers' folk schools. They are folk schools only in the sense that they are organized in the same manner as those that are based upon the Grundtvig idea; there is no connection between method of teaching, nor the specific ends of teaching. In the rest of Northern Europe a number of folk schools are conducted by the Workers' Adult Education Associations, but they reach only a fraction of the people that the study circles do. That is not to say that the workers' folk schools in Finland, Norway, and Sweden are not important to the adult education movement.

Some of the workers' folk schools conduct courses for prospective study circle leaders. Arrangements are made with the prospective leader's employer to grant a leave of from two weeks to a month to him, and with the aid of a stipend from the trade unions or other groups the individual is enabled to leave his job and attend a folk school. The persons receiving the stipends are carefully chosen on the basis of ability, dependability and initiative. Upon the completion of training, they return to their respective communities, resume work at their place of employment, and devote a part of their free time in interesting their fellow workers or townspeople in study circle participation. A few workers' folk schools also serve as centers for international sessions on labor education and labor problems. These schools are usually known as workers' colleges, the best known being Elsinore in Denmark, Brunnsvik in Sweden, Grankulla in Finland, and Malmoya, in Oslofjord, Norway.

Aims of Adult Education in Northern Europe

Adult education in Northern Europe has a definite aim and a definite purpose: to raise the intellectual and cultural levels of the common people, so that collectively they will become a force for democratic progress. The folk schools in Denmark and the workers' educational programs in Northern Europe generally have contributed to the enlightenment of the common people, and they have been the source from which the political leaders of the Danish farmers of the early twentieth century and the political leaders of the workers of the last decade have received their mature understanding of the societies they were destined to lead. One of the leaders who received his "higher education" exclusively through the adult education movement was Per

Albin Hansson, late Prime Minister of Sweden, a graduate of Brunnsvik workers' college.

In addition to promoting democracy on the national basis, adult education has also served to develop international solidarity among the Northern European peoples. Through their courses of study they have learned to know that their neighbors' problems are very much like their own, and they have made the further discovery that many of their own problems could best be solved in collaboration with their neighbors. A great deal of the success of regional collaboration among the Northern European Countries is due to the knowledge that all of the people of the respective countries have acquired regarding one another.

In studying the two major adult education movements in Northern Europe, two lessons can be drawn. The first is that the common people can never claim their full share of participation in the national life and in international relations unless they continue their formal education in adult life through some kind of broad educational program. The second lesson is gained by comparing the two adult education movements that have emerged in Northern Europe during the last century. In the instance of the Grundtvig Folk School, the adherence to the letter and not to the spirit of the views of its founder gradually led many of the Grundtvig schools into opposition to modern social development and progress. They no longer keep abreast of the times or pioneer the future, and consequently they no longer serve their former vital mission.

It may be reasoned that whereas they no longer are a vigorous social force, they may still fulfill a purely cultural purpose. However, by as much as their contribution to social betterment generally diminishes, their contribution in the cultural sphere likewise diminishes. The shortcomings of the Grundtvig school for the twentieth century is that it has held inflexibly to the letter of a view of national life that now is outmoded. There is every reason to believe, however, that the rural folk schools will be rejuvenated in the period of national rehabilitation now taking place.

In the case of the Workers' Educational Associations there has been as much adherence to a particular viewpoint as there has been in the Grundtvig schools, but the former have been the instruments of movements that have undergone constant development during the last half century, and which have not yet achieved their ultimate goal. Thus in the Workers' Educational

Associations there has been a gradual shift of emphasis and even of viewpoint with regard to what has been taught. The general aims and the general purposes of the labor movements remain the same, but the changes that have already been effected have materially affected the means of attaining the ends. These changes are reflected in the kind of texts that are written for the use of study circle members, in the kind of films that are shown, in the lectures that are given, etc. As long as the labor movements in Northern Europe continue to press for social reform, so long will the Workers' Educational Association movements remain vital.

Adult Education in the United States

Although adult education in the United States has a long tradition and through its hundreds of organizations reaches a large number of people, there is not in this country a nationally organized adult education movement of the relative importance of either the folk schools or the workers' educational programs in the Northern European countries. In recent years a great deal of discussion has been held with regard to workers' education in the United States, and in some states a good start has been made.

The question arises whether or not labor in the United States intends to institute a program of adult education exclusively for the working classes, as has been the case with the workers' educational programs in Northern Europe, or whether labor in the United States wants to participate in the adult educational programs that are already in existence in this country. If the latter alternative is adopted, then all that needs to be done is to encourage the workers to register for courses that are already available, and to add special courses on the demand of students. However, if labor wants a specialized, ideological program of instruction then the problem of implementation becomes somewhat more difficult, for such an educational program could be had only by establishing an independent organization, controlled and financed by labor itself.

SHOULD TEACHERS STRIKE?

As the January issue of the **AMERICAN TEACHER** goes to press, news comes of drastic action threatened or taken by some AFT locals to increase salaries and improve the conditions in schools in their localities. A statement on the situation will be made in the February issue.

The Human Relations Front

By LAYLE LANE, Chairman of the AFT Committee on Cultural Minorities

"It is impossible to imagine the height to which may be carried in a thousand years the power of man over matter. O, that moral science were in a fair way of improvement, that men would cease to be wolves to one another, and that human beings would at length learn what they now improperly call humanity." — — BENJAMIN FRANKLIN

CREDITS

Under the auspices of The American Teachers Association, Miss Lou Ella Miles of St. Paul has compiled a bibliography of materials on inter-group relations entitled "One World in School." Its contents should serve as a valuable stimulation to reading and learning as well as action on the part of Americans of various interests and activities.

* * *

The United States War Department has set up a mixed training unit at Fort Knox, Tennessee, which will start training in January. The group will be under the direction of Major John M. Devine, former commander of the 8th Illinois Regiment.

* * *

Five states—New Jersey, New York, California, Kentucky, and Georgia—have outlawed the Ku Klux Klan by court action.

* * *

The Michigan Bell Telephone Company has recently hired four Negro girls as switchboard operators in the Detroit central office.

* * *

Negro and white Baptists of Georgia, during their state convention in Savannah, held a joint session. Dr. L. A. Pinkston, president of the Negro Baptist Association, in addressing the joint meeting stated that it was "a practical application of good will."

* * *

The Georgia Council for the Social Studies has devoted its first yearbook to "The Development of Democratic Attitudes in Intercultural Relations." Lucien E. Roberts of Carrollton, Georgia, is the editor.

* * *

The AFT will hold a conference in New York City, January 11, 1947, to work out an AFT program of education for democratic human relations. Dean Melby of New York University, Dr. Hilda Taba, and Mr. Tanner Duckrey of Philadelphia will speak, as well as leaders of several AFT locals which have carried on constructive work in the field.

DEBITS

Indians in New Mexico and Arizona are practically excluded from voting. In Arizona "a ward of the government" cannot vote and in New Mexico a voter must hold real estate. The denial of suffrage prevents the Indians from getting effective local support for the enforcement of their treaty rights. Since 1868 the Navajos have had a treaty with the United States which promises them a school on their reservation and one teacher for every 30 pupils. Today three-fourths of the Navajos' children, or nearly 14,000 between the ages of six to eighteen, are without teachers.

* * *

The Senate Campaign Investigating Committee of which Senator Ellender of Louisiana is chairman, disclosed the pattern of disfranchisement in Mississippi. In questioning witnesses regarding Senator Bilbo's campaign for re-election, Senator Ellender asked more than 30 witnesses if it were not a fact, well known and established, that in Mississippi and the South generally, white citizens have always opposed Negro participation in "white" primaries. Senator Ellender usually got an affirmative answer.

* * *

Not long ago Willie Dudley, a Negro employed in a clay plant near Gordon, Georgia, and a member of the Cement, Lime, and Gypsum Workers Union (AFL), had a close call. A band of hooded men describing themselves as members of the Ku Klux Klan seized him and ordered him to get out of the union. He refused to promise to do so. They threatened a beating. He still refused. They flogged him mercilessly and left him unconscious. When he recovered, he went back on the job as a union worker. Inspired by the courage of Willie Dudley, 475 other workers in the plant joined the union and won a contract—but the fear of violence still exists in that small, otherwise peaceful town in Georgia.

* * *

The Boswell Amendment, which in Alabama can be used to prevent registration of Negroes, won a majority for ratification. The amendment requires that every applicant for registration must understand and explain the U. S. Constitution to the satisfaction of the registrars, be of good moral character, and understand the duties of citizenship under a republican form of government.

* * *

In California the proposition for a state FEPC was beaten in the referendum at the November 5th election.

Intercultural Education

A Bibliography for Teachers

By LEO SHAPIRO

Director of the Department of Education, Anti-Defamation League of B'nai B'rith, and Visiting Lecturer in Educational Philosophy, School of Education, New York University

It has been suggested that a few words be said about some of the intercultural education materials which teachers could profitably use.

For an over-all survey of the field, a "must" book is Theodore Brameld's *Minority Problems in the Public Schools*. It reports the results of an intensive study of the administrative policies and practices in seven school systems—and it is at once interesting, often exciting, reading, and an excellent introduction to the basic problems and techniques of intercultural education. The cities are given pseudonyms, so that no small part of the fun in reading the book is in trying to determine what actual cities are represented by such intriguing names as Permanton and Hermosa. (Copies may be ordered from the Bureau for Intercultural Education, 1697 Broadway, New York City; paper, \$1.50; cloth, \$2.50.)

* * *

For high school teachers, we would recommend Hortense Powdermaker's *Probing Our Prejudices*. Dr. Powdermaker is a Professor of Anthropology at Queens College, and her book is an excellent combination of clear writing and factual data. Included, also, are valuable suggested school activities by Helen Storen that will "go over big" with teachers and youngsters. (Write Bureau for Intercultural Education, 1697 Broadway, New York City; paper, \$.65; cloth, \$1.00.)

* * *

Social studies teachers should certainly use, if they have not already, *Democratic Human Relations*, edited by Hilda Taba and William Van Til. This is the 16th Yearbook (1945) of the National Council for the Social Studies, and it is a thorough analysis of the objectives of intercultural education, curriculum problems, learning activities, practices and units of teachers, community utilization, basic concepts. Teachers will appreciate the helpful chapter by Wilbur F. Murra on "Materials and Sources," a first-rate annotated bibliography of materials in the field. (Copies from Bureau for Intercultural Education, 1697 Broadway, New York City; paper,

(Last month Mr. Shapiro described the 1946 workshop in intercultural education at Columbia University. This month he comments on some of the materials available to teachers interested in promoting better intercultural relations.)

\$2.00; cloth, \$2.30.)

* * *

English teachers will find much of value in the June 1946 *English Journal*, the official organ of the National Council of Teachers of English. The issue—an intercultural education number edited by Louise M. Rosenblatt—includes articles by Thomas Mann, Horace M. Kallen, Helen Papashvily, Ruth Benedict, Alain Locke, Edna Ferber, Margaret M. Heaton, Marion Edman, and others. A committee of teachers and administrators headed by Marjorie B. Smiley has written a survey of practices and techniques in English classrooms; the survey contains a good many worthwhile suggestions. (The issue may be ordered at \$.35 per copy from the National Council of Teachers of English, 211 W. 68th Street, Chicago 21, Illinois; the NCTE has also prepared a kit of intercultural materials which is a remarkable "buy" at \$1.00—really something special.)

* * *

Finally, teachers are always aching for anthologies and collections of intercultural materials. The best one by far is *This Way to Unity*, edited by Arnold Herrick and Herbert Askwith, and published by Oxford Book Company in New York. The entire book of some 460 pages is devoted to essays, short stories, poems, pictures dealing with the "promotion of good will and teamwork among racial, religious, and national groups." The 100 pages of Questions and Projects at the end of the book are the best and most inspiring of their kind we have ever seen.

* * *

There are so many more books and pamphlets we would like to mention; but these should be a beginning, anyway.

NEW BOOKS

Mark Starr Discusses Labor's Views on Education

LABOR LOOKS AT EDUCATION, by Mark Starr. Harvard University Press, Cambridge, Mass. 1946. \$1.00.

This book is the published version of the Inglis Lecture for 1946. The Lectureship has been maintained by the Graduate School, Harvard University, since 1925, for the purpose of contributing to the solution of problems in the field of secondary education. The invitation to Mark Starr, educational director of the International Ladies Garment Workers Union, to be 1946 lecturer is a gratifying indication that education is at long last looking at labor.

Mr. Starr poses the disconcerting question, Is education good or bad? It is bad, says labor, if it teaches resignation and submission to authority and exploitation. It is bad, says capital, if it leads to discontent and revolt.

Governor Berkeley of Virginia is quoted as stating (1671): "I thank God there are no free schools nor printing . . . for learning has brought disobedience and heresy and sects into the world, and printing has divulged them, and libels against the best government. God keep us from both."

But education creates knowledge; and knowledge is power. Labor has determinedly resolved to reach for the torch of learning and hold it high. But education must be the quest for truth not merely the quest for riches.

Mr. Starr enumerates the forces that pervert and thwart education: some private foundations and grants, organized opposition by religious and economic groups to adequate financing of public schools and to the liberalizing of the curricula, the denial of higher education to youth because of depressed economic status, and the disgracefully low pay of teachers and unsatisfactory teaching conditions.

Members of boards of education and complaining tax payers should ponder on this paragraph:

"Unpaid and intimidated teachers cannot make education a 'great instrument of American democracy' which will 'shape the future and secure the foundations of our free society.' They cannot kindle the flame of knowledge because their own ill-nurtured candle splutters near extinction."

Labor wants vocational training to train for life as well as for livelihood. "It is not enough to learn to make a living; one must learn to live."

Disappointment and disillusionment in both the public and private schools and colleges has compelled labor to establish its own program of workers' education. Unions are promoting classes, study groups, lectures, movies, dramatic skits, radio programs, athletic and recreational activities. In addition, over 500 labor papers and other publications reach more than 15,000,000 union members.

American labor has done a great deal for education.

But education has not done much for labor. The role of the organized workers in the building of America has been ignored or minimized in school books. The ways of democracy are not adequately presented and taught. Heroes of labor are not given the recognition and appreciative attention which are given to military heroes. Labor and trade union problems are too often omitted or by-passed in the classroom—too controversial, is the apologetic excuse.

Mr. Starr submits an inspiring goal for education—"to increase the supply of free men willing to pay and struggle and die for the freedom of themselves and others."

Labor looks at education and finds it wanting. Let education look at labor and behold the horizons of a new emerging age.

There is a great deal of thought and planning for action packed in this stimulating book.

MEYER HALUSHKA, Local 1, Chicago
AFT Vice President

Data on Support of Education In Each of the States

EDUCATION, AMERICA'S MAGIC, by Raymond M. Hughes and William H. Lancelot. Iowa State College Press, Ames, Iowa. 1946. \$2.50.

Locals and state federations campaigning for better state aids and for federal aid will find this book a "must" for its statistical data. There is a summary for every state on ability to support education, accomplishment, accomplishment in relation to ability, effort, and efficiency. It takes only a short time to find the relative position of one state in regard to average educational achievement.

The authors are primarily concerned with the fullest development of intelligence and vocational ability and, therefore, advocate free education for the ablest through college. Their emphasis is on the necessity of greater educational opportunity for the continued security and progress of this nation. There is little recognition of the place of education in fuller living.

MARGARET ROOT
President, Local 3, Philadelphia

What Is a Workshop?

THE WORKSHOP, by Paul B. Diederich and William Van Til. Hinds, Hayden & Eldredge, Inc., 105 Fifth Avenue, New York 3, N.Y. 1945. 32 pages.

If you have had a suspicion that the "workshop" is just an old course which has been given a new name to attract customers, you should read *The Workshop*, a booklet prepared for the Service Center of the American Education Fellowship, and the Bureau for Intercultural Education. This publication will tell you what a workshop is, or should be, who invented it and why, and what a workshop can accomplish. You will probably be convinced that the workshop provides just the opportunity desired by the able, conscientious teacher who is too busy during the teaching year to give adequate thought to the solution of his teaching problems or to develop some of the many good ideas which occur to him from time to time.

Foreign Policy Association Issues Three New Pamphlets

The HEADLINE SERIES of 35-cent pamphlets published by the Foreign Policy Association, 22 East 38th Street, New York 16, N.Y., has as its object to "provide sufficient unbiased background information to enable readers to reach intelligent and independent conclusions on the important international problems of the day."

The Foreign Policy Association is a non-profit organization founded "to carry on research and educational activities to aid in the understanding and constructive development of American foreign policy. It is an impartial research organization and does not seek to promote any one point of view." The authors of these pamphlets are scholars of distinction and long devoted to research.

RUSSIA—MENACE OR PROMISE? by Vera M. Dean.

This pamphlet is a completely dispassionate study of our most perplexing problem in foreign policy. To enable Americans to avoid both the danger of settled opposition to everything Russian and that of too eager sympathy, there could be nothing better in brief treatment than this presentation of a keen student's information and interpretation. The twenty chapter titles are all questions such as: "How Is Russia Governed?"; "Can Russians Own Property?"; "What Was Russian Foreign Policy Before 1939?"; "What Are Russian Objectives in Europe?"; "Has Russia Abandoned World Revolution?"

The chapters are made up of factual material that enables the reader to form conclusions for himself, helped always by the author's insistence on regarding each country's conduct impartially.

WHOSE PROMISED LANDS?, by Samuel Van Valkenburg.

In *Whose Promised Lands?* the Foreign Policy Association has given us a scholarly and brief textbook in the geography of the Near East and the Middle East. Americans have, naturally enough, been little interested in the intricate relations of the various sections of this area. If it has had any reality for them beyond that of its shadowy existence as background for the Old Testament or the Arabian Nights tales, it has existed chiefly as a region of importance to British imperial interest but as no concern of ours. Now that the United States has become the number one great power its citizens cannot risk being oblivious to questions arising in any part of the world. And this is the region most productive of questions. The Foreign Policy Association has done well to produce this miniature encyclopedia for us. In its 94 pages are 24 maps of limited areas and a wealth of information about the physical nature of the regions and their political entanglements. From Egypt and the Straits on eastward through India, each section takes on life and its present day problems are presented in the light of their relation to world peace.

THE UNITED NATIONS, by Allen W. Dulles and Beatrice Pitney Lamb.

One of the most recently published of the Headline Series, *The United Nations*, is another effort to develop wide-spread intelligence on important current problems. Persons who have continued hazy in their understanding of the organization of the United Nations because they found the formal language of the Charter slow, hard reading may now clear away the haze easily with the help of this pamphlet. In simple, straight talk it makes clear the divisions of the organization, the values and the shortcomings of each, and the progress and outlook after nine months of existence. The authors succeed in giving in 90 pages a lively picture of this going concern—how it works, what it can do for us, and what we must do to assure its success. It is, in well simplified language, a report on the state of the United Nations up to September, 1946, including comments on efforts toward world government and on the work of Mr. Baruch on the Atomic Energy Commission. All forward looking Americans who are not now informed on this subject should welcome this helpful pamphlet.

RUTH MOORE, *Local 1, Chicago*

To Improve Interracial And Intercultural Relations

CHARTING INTERCULTURAL EDUCATION 1945-55, by the staff of the Stanford Workshop on Intercultural Education, *Stanford University Press*, Stanford University, California. 1946. 58 pages. 50c.

This pamphlet is the report of the Summer 1945 Workshop on Intercultural Education sponsored by the Stanford University School of Education and the West Coast office of the Bureau for Intercultural Education. The purpose of the pamphlet is to provide a brief guide for teachers, administrators, and lay leaders who are interested in the improvement of interracial and intercultural relations.

To most teachers the most valuable part of the pamphlet is that containing specific suggestions for action in elementary and secondary schools, in adult education, and in community-wide programs.

It is not a report of proceedings, but an organized presentation of the thinking that developed in the Workshop.

U. of Texas Starts Series Of Papers on Latin America

SOME EDUCATIONAL PROBLEMS IN PERU, by Max. H. Minano-Garcia, *The University of Texas Press*, Austin, Texas. 1945. 70 pages.

With the publication of *Some Educational Problems in Peru*, by Max. H. Minano-Garcia, Normal Professor in the Pedagogic Bureau of the Ministry of Public Education of Peru, the Institute of Latin-American Studies of the University of Texas has inaugurated a series of brief, occasional papers which relate to Latin America and cultural relations between the United States and Latin America. Both Spanish text and English translations are included.

NEWS FROM THE LOCALS

Substantial Increase in Salary Urged by Chicago Teachers Union

1 CHICAGO, ILL.—Arthur W. Walz, president of the Chicago AFT local, summarized the attitude of the union, in its demand for a salary increase, in the *Chicago Federation News* as follows:

"On Friday, October 11, the Chicago Teachers Union voted to ask for a 30 per cent pay increase for teachers in the 1947 budget of the Board of Education. In its statement of action the Union pointed out that there were no changes in the fixed schedule of teachers' pay in Chicago between 1922 and 1944, and the two small adjustments made in 1944 and 1946 were minor.

"Not only has there been no adequate recognition of increased requirements in training and increased cost of living, but the teachers had the largest cut of all the public employees during the depression and had these cuts for 10 years—a much longer time than any other public employees.

"The Union does not begrudge any other group of public employees a fair standard of living. Most of them should receive more than they are now paid. But the Union does not see why an elementary teacher at the maximum should receive less than a

beginning policeman or fireman in Chicago.

"With the sharp increase in the cost of living, it is not going to be possible to keep trained scientists, technicians and specialists of all kinds in the schools at the present rate of pay. Salaries in other cities are rising so rapidly that many competent teachers in many fields may soon be drawn away from the city. It has been impossible to get enough substitutes for several years.

"The Union has stood firmly for the principle of a single salary for teachers without regard to grade taught, and includes in its proposed schedule an adjustment for elementary teachers to equal five-sixths of the salary of the high school teachers, who teach a longer day. Most modern school systems have long since made this change.

"The Union feels that the increases now being discussed in the press of approximately \$12 a month are hopelessly inadequate to the present emergency. It urges both the Board of Education and the people of Chicago to accept the responsibility for finding the answer to this basic problem."

Portland Teachers Win Permission To Inspect Their Files

111 PORTLAND, ORE.—The official publication of the Portland AFT, the *News Digest*, tells of a recent union victory:

"As a result of a protest registered by the officers of the Union, teachers may now see the material in their files in the administration office, except confidential records received when they applied for positions in the Portland schools.

"Last spring the Union received a number of complaints regarding the refusal of the administration to permit teachers to inspect their files. Acting on instructions given at the March meeting of the Union, the secretary called to the attention of Assistant Superintendent Perry the provision of the tenure law which states that all complaints against a teacher 'shall remain open for inspection by the teacher.' She stated that the Union held that this could be complied with only by permitting teachers to inspect their files. After an exchange of a number of letters, Mr. Perry finally informed the Union that teachers would be allowed to see their files with the exception of confidential reports received when teachers apply for positions."

Arguments for Single Salary Schedule Presented by New York Teachers' Guild

2 NEW YORK, N. Y.—The New York AFT has worked out a comprehensive summary of the arguments for a single salary schedule. The summary as it appeared in a recent copy of the *Guild Bulletin*, official publication of the local, follows:

"The single salary schedule for all levels of the public school system is the next great educational reform for enhancing the welfare of pupils and improving the economic status of teachers. The arguments which impelled the Guild to adopt this principle are sound and conclusive.

"1) The quality and quantity of work performed on each level is equal, as far as it is possible to

measure human effort. Work with highly individualistic children in the early grades or with overcrowded elementary classes in a problem area, or with restless, troubled junior high pupils struggling with the problems of puberty, is fully as difficult as the more intense scholastic preparation required of the senior high teacher. While the latter needs more thorough knowledge of a specialized subject, junior high, elementary, and kindergarten teachers must be masters of applied psychology to handle the myriads of emotional and even physical problems with which they are swamped daily.

"2) Requirement for teaching on

the various levels is approaching equality. A bachelor's degree is now a prerequisite for the lowest level and a goodly number of elementary teachers hold master's degrees in such fields as child guidance, curriculum, etc. Conversely, there are senior high teachers whose formal college training ends with the bachelor's degree. Moreover, the same number and quality of alertness courses are required of all teachers throughout the system. Should it be deemed advisable to raise educational requirements in the future such a decision would be entirely within the province of the Board of Examiners.

"3) Pressure for single salary now

is fully consonant with the \$1,050 campaign. To commit the legislature during this highly propitious period would in no way endanger our primary objective. The Guild's position is: \$1,050 for all immediately; single salary in gradual steps over the next five years. The experience of organized labor shows that asking for additional just and reasonable advances never jeopardizes the main goal, but always strengthens the chances of success. The Guild's plan would benefit most those who are bearing the brunt of inflation most severely. Moreover, it would attract teachers to that division which has been most seriously stricken by resignations and exhausted eligible lists.

Teachers' Unions of Indiana Seek State Aid for Kindergartens

The Indiana Council of Teachers Unions and the State Federation of Labor have succeeded in securing the cooperation of the American Association of University Women, the Indiana Congress of Parent-Teacher Associations, The National Kindergarten Association, the Childhood Study Association of America, and almost a half dozen other organizations in forming a kindergarten lobby.

The group has as its aim the drafting and promoting of the necessary legislation to return kindergartens to their former position as an in-

"4) The central criterion by which any educational innovation must be judged is its effect upon the children. By eliminating the financial differential, single salary would enable prospective teachers to prepare for that branch of the service to which their personalities and propensities are best suited. No longer would the most ambitious be drained off by the senior high schools; instead they would draw those whose preferences lie in specialized subject matter fields. Since the foundations of the democratic spirit are laid in the guided group activity of the early grades, they too have a right to their share of pedagogical excellence. Furthermore, let us not minimize the salutary effect of additional men teach-

es as an integral and component part of the common school system of Indiana and make them a recipient of public funds in their own right.

The plan is to unify and to coordinate the efforts of the individual lobbies of the member organizations toward this common end.

If kindergarten legislation is passed in the coming session of the Indiana General Assembly, it will mark the culmination of many years of effort to extend to all children upon an equal basis the educational opportunities that are now available to only a few.

Seven Goals for School Year Set by Sioux City Local

828 SIOUX CITY, IA.—Local 828 is working toward the attainment of seven goals it has set up for the school year. The goals are as follows:

1. Publication of a bulletin to educate members and the public regarding the goals, activities, progress, and value of the local.
2. Cultivation of a sympathetic and cooperative attitude on the part of the public and press toward the school program.
3. Support of a sound program for adequate school revenue.
4. Eradication of discriminatory practices.
5. Reduction of teacher load.
6. Negotiation of a new salary schedule commensurate with the teachers' professional standing, including extra pay for extra activities.
7. Election of a board of education whose members represent a

cross section of school patrons and who possess a social consciousness for developing and carrying out an adequate school program.

Indianapolis Adopts New Salary Schedule For Teachers

581 INDIANAPOLIS, IND.—Teachers in Indianapolis have a new salary schedule for the school year 1946-47. The new minimum salary is \$2,000; the new maximum is \$2,800 for teachers without a degree, \$3,300 for those holding a bachelor's degree, and \$3,600 for those holding a master's degree.

The new schedule brings the average teacher's salary to \$2,955, as compared with the previous average of \$2,683.

ers in the common branches; young children should not be deprived of the opportunity to have emotional and intellectual contact with teachers of both sexes.

"Recognizing the validity of these arguments, an ever-increasing number of cities are adopting the single salary schedule. Those among the nation's 20 largest that had it before the current school year included Detroit, Milwaukee, New Orleans, Minneapolis, Cincinnati, Indianapolis and Kansas City, Mo. Moreover, St. Louis and Newark have just been added to the list and it is under consideration by Boards of Education in communities throughout the country."

Birmingham Works on Local Problems and Teacher Exchange

563 BIRMINGHAM, ALA.—For several months the Birmingham Federation has worked for a satisfactory cost of living bonus. The school board announced recently that teachers will receive a \$25 supplementary bonus for every working month this year. The provision is retroactive to September 1.

The union is also working for further improvement in its single salary schedule and is cooperating with the locals of Colbert County, Mobile, and Jefferson County on a state legislative program.

In addition to working on local problems, the Birmingham local has its committee on international relations working toward a plan of teacher exchange between this country and the South American countries.

Minneapolis Men Plan To Aid in Organizing New AFT Locals

238 MINNEAPOLIS, MINN.—The executive board of the Men's Federation has appointed an organizing committee to assist new groups in forming sound and forward-looking locals. The intent of the committee is to use all members of the local by specifically assigning them to aid outside schools in which such members have contacts or in which they know or can best analyze and interpret conditions. Aid has already been given to the St. Louis Park teachers in negotiations with their school board. Members of the important committee are: Peter Mankowski, chairman, Ralph Ahlstrom, Dudley Parsons, and Victor Smith.

AFT Convention Described In Article by Bremerton Delegate

336 BREMERTON, WASH. — Ruth Matson, delegate to the last AFT convention, reviews it in retrospect in an article in the *Washington Teacher*. She writes in part:

"The convention was larger than local affairs would lead one to suppose; the teacher movement is far more national than one thinks while working in his own little borough. The report of 72 new locals in one year seemed a very adequate answer to the undecided.

"... Unions throughout the states are doing really constructive work in all fields of the profession—scholarship, legislation, working conditions.

"Not least noticeable was the ac-

tive part taken by all the teachers. One could not but silently contrast this with remembered 'institutes' where Pedagogy sat in respectful (?) silence as theory fell from above. The discussion at the convention was free, loud and fraternal. If it was not always as erudite as one might have wished, it was the beginning of an articulate teaching force which silent so long finds its oral gifts slow to return.

"Thinking of the 'old institute' one was electrically aware of the choice of speakers. In this one convention there were at least a half dozen speakers so timely, vital and interesting, that they alone would have been inspiration enough to repay attendance."

Toledo Local Warns Members Concerning Anti-Labor Propaganda

250 TOLEDO, O.—A brief article in an official release of the teachers' union of Toledo indicates that its members are on the alert in analyzing the propaganda of anti-labor organizations in the schools. The item is as follows:

"The October issues of *Trends*, a paper published by the National Association of Manufacturers is devoted to articles on teachers, schools, and education. It reports on a meeting of delegates to the International Education Conference sponsored by the N.E.A., proposes public relations for education to promote better understanding with business, advertises National Education Week, has four long articles pointing out the needs of education, scholarships for stu-

dents, and what-not, interspersed with cartoons and diagrams promoting free enterprise and the American way of life.

"In Toledo recently, budding journalists were indoctrinated with the theory of the pure motives and prestige of big business by a sponsored trip through the Auto-Lite. Labor's contribution to the welfare of the city was naturally not stressed, nor has any opportunity been offered in the schools for the labor picture to be shown.

"We hope the trend of the articles and the public relations work of the N.A.M. and the Chamber of Commerce will be translated into more than mere lip service to the teachers of Toledo. Peace—it's wonderful!"

New Local in Colorado Reports on Improvements

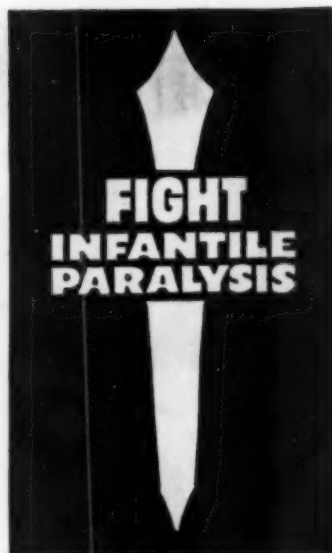
900 JEFFERSON COUNTY, COL.—Although organized but recently the Jefferson County local has already made headway in improving the conditions of its members. The union president, W. D. Slocum, reports that the teachers of the Golden School District will be placed on a single salary schedule with considerable salary increases and will be given cumulative sick leave of five days each year with an additional leave of ten days a year upon presentation of a certificate from a physician.

Mr. Slocum also states that a report from the Arvada teachers in-

dicates that favorable action on salary increases has been taken by the school board of that locality.

James Patton Addresses Colorado AFT Members

In an address before the Colorado Federation of Teachers, James G. Patton, president of the National Farmers Union, advocated a basic minimum wage of \$2500 for teachers. He urged the increase on the ground that "if the people have to pay teachers more they will have more respect for education."



MARCH OF DIMES
JANUARY 15-30

Toledo Wins Increase In School Levy

250 TOLEDO, O.—The Toledo Federation of Teachers spearheaded the movement which resulted in the passage of an increase of one mill in the school levy in Toledo.

In August the school board, in response to a petition, moved to put the levy on the ballot for the approval of the voters. E. L. Bowsheer, Superintendent of Schools, and members of the school board made radio addresses and personal appeals to promote the adoption of the levy. Further support came from the Toledo Central Labor Union, ministers who spoke from their pulpits, the *Toledo Blade* and *Toledo Times*, civic groups, the League of Woman Voters, and others. The members of the Toledo AFT took a very active part in the campaign.

Kansas AFT Members Hear John Eklund

A recent open meeting of the Kansas AFT locals was addressed by John Eklund, AFT vice president from Denver. Mr. Eklund reviewed the record of the AFL on educational problems and explained that teachers must join their friends to do the best job in behalf of students and themselves. By recounting the story of the growth of the AFT in Colorado and the obstacles to that growth, he helped point the way to remedial work on similar problems in Kansas.



HUBERT H. HUMPHREY, MAYOR OF MINNEAPOLIS, ADDRESSES CAPACITY CROWD AT LUNCHEON MEETING.

The Mayor of Minneapolis, Hubert H. Humphrey, an active AFT member, explains to a large and enthusiastic audience how the AFT locals in his city led the fight for better schools. Listening attentively are (left to right) Detroit's Mayor Edward Jeffries, Local 231 President Florence Sweeney, and Deputy Superintendent Herman Browe.

Overflow Crowd Attends Institute Sponsored by Detroit Local

231 DETROIT, MICH. — The institute recently sponsored by Local 231 had as its theme, "Democracy for Education." It was so well attended that not even the utmost ingenuity of the arrangements committee sufficed to find adequate space for persons wishing to attend. Large overflow crowds were unable to obtain admittance to the meetings. Plans for the 1947 institute include a search for meeting places of larger capacity. The hotel had allowed the union only a fixed number of tickets and those were sold out weeks in advance. The arrangements committee particularly regretted that many who wished to hear the luncheon meeting speech of Hubert H. Humphrey, mayor of Minneapolis, were unable to do so. Mr. Humphrey is a member of AFT Local 444.

The following enthusiastic account of the meeting is from *The Detroit Teacher*:

"If teachers really believe in democracy as exemplified in the preamble to the Constitution of the U. S. and honestly practice and teach these principles, they will win the respect and cooperation of their students and the public," said Mayor Hubert Humphrey of Minneapolis to the nearly 1000 persons attending the Friday luncheon of the Metropolitan Teachers Institute.

Guests of honor at the luncheon included city and board of education officials of Detroit, Highland Park, Hamtramck, Dearborn, Grosse Pointe and Lincoln Park. The speak-

er was introduced by Mayor Edward J. Jeffries, of Detroit. Speaking informally and with humor, Mayor Humphrey, a former teacher, delighted his audience with his direct and forthright approach to the problems of education in our day.

"Professional people should belong to organizations which are affiliated with organized labor, such as the American Federation of Teachers," said the Mayor of Minneapolis. Teachers, clergymen, and politicians have much in common since they all have a vital influence on the future of the country, and cannot function independently. The welfare of all of us depends on public education particularly in the political field.

"Much of the education of the past," he pointed out, "especially in history, has been limited to the chronological accounts, omitting the political and social significance of events. Teachers and other public employees, including policemen whose duties are really social, should be selected according to their basic orientation to the community and their ability to interpret our democratic system to those with whom they come in contact.

"Democracy means what it says in our Constitution and should be so taught. Either we believe in human equality and human freedom or we don't. There is no middle ground. This means that all elements of American life should be presented by teachers, including such topics as the history of the labor movement, racial equality, and the faults as well

as the advantages of our form of government. We should air, not avoid controversial issues. Local situations should be discussed in the classroom because we cannot settle world problems if our own house is in disorder."

Humphrey emphasized the importance of a good board of education and superintendent, to the evident interest of all members of boards of education present. He told how Minneapolis had had to clean house in order to make its schools efficient and honest. "Niggardliness in support of schools is short-sighted and false economy, since to neglect education is to endanger our futures. We can afford to build for peace as well as for destruction. Indeed we cannot afford not to!"

Minneapolis' dynamic young mayor concluded by appealing for fuller use of school facilities on a community basis.

"Fuller utilization of school buildings as community centers would help to eliminate the frustration and social disorganization which results from the lack of adequate recreational and educational opportunities. American democracy should center about the educational system and the schools should be the finest example of our American way of life. Only in a democratic environment can we produce the citizenship so necessary for the preservation of our ideals."

Deputy Superintendent Browe's remark, "This is the finest public speech I have ever heard," was echoed in substance by all who were present.

Wisconsin Locals Select Areas For Special Organization Campaign

Expansion of the AFT and organization activity in Wisconsin is revealed in the following article from *The Wisconsin Teacher*:

"Faced with the problem of meeting the demands for help in organization work, the Executive Board of the Wisconsin Federation of Teachers met in special session to formulate plans for carrying on the work. Inquiries about the AFT from cities where locals do not now exist, and requests for aid in membership drives in communities where there are established locals made necessary some machinery for meeting the situation.

"Four districts or areas were contemplated in the state where organization work would center. The districts were Milwaukee County, Eau Claire and surrounding territory, Madison in the south central, and Kenosha in the south east. Locals in these areas will be responsible for work in their respective areas and financial aid will be provided by the WFT.

"Wisconsin has been backward in

comparison with the neighboring states of Michigan, Illinois and Minnesota. In Illinois, for example, organization is now restricted largely to smaller towns and rural districts since all cities over 25,000 population now have locals except three where organization is now in progress.

"Approximately one-half of the teachers in Illinois—outside of rural districts and villages where no labor movement exists—are now members of the AFT. If all states in the nation were organized in the same proportion as the state of Illinois, the membership of the AFT would be larger than the NEA—and on a voluntary basis without administrative pressure.

"Backed by the powerful Federated Trades Council with its 85,000 members in Milwaukee, Local 252 has embarked on a membership drive to make it the largest classroom teacher organization in that city.

"In September, every one of the city's more than 2,000 teachers received a pamphlet endorsed by lead-

ing figures in the local labor movement which clearly outlined the position of organized labor in support of the teachers in Milwaukee. The response of the teachers has been most gratifying, and already the membership of Local 252 has revealed a sharp increase.

"Officers of Local 252 are now engaged in making the campaign more effective and plan to step up the efforts of individual members so that the goal of 500 new members will be reached before the end of the year.

"The University of Wisconsin Local 223 has reported a sharp increase in membership in recent months. Active workers on the membership committee during the past year included Elizabeth Brandeis, Peggy Barton and Doris Shostal. Interest has been high due to the fact that Local 223 has been active in revision of salaries, sorely needed at the University.

"City Central Labor Bodies report that interest in teacher unions is growing in a number of cities. Labor representatives from Janesville, Racine, Fond du Lac, Wausau, Baraboo and Greendale, among others, have had frequent inquiries in those communities from teachers there."

Revision of Salary Schedule Asked By Paterson Teachers Union

482 PATERSON, N. J.—Contending that the amended salary program adopted recently by the board of education "has not actually succeeded in its purpose, in consideration of the prevailing high cost of living," the Paterson Teachers Union, headed by Jonas Zweig, urged the board in a letter to adopt the following recommendations:

1. That every teacher who is not now receiving the salary called for in the present salary schedule for his

years of experience be granted a double increment each year, beginning January, 1947, until such time as he shall arrive at the salary due him on the basis of his years of experience.

2. That the present salary schedule be revised to provide a \$2500 minimum and a \$5000 maximum for all teachers based on equal training and experience, regardless of grade, school or subject taught; that this maximum be reached by yearly increments of \$300.

Married Women Teachers Defended By Local 571 and AFT Committee

571 WEST SUBURBS, ILL.—Last May five teachers of the J. Sterling Morton High School were dismissed when the board of education re-instated its rule against married teachers. The union with the assistance of its attorney, John Lichtenberg, hopes to get a decision which will strengthen the tenure law by setting up the principle that marriage cannot affect the tenure of teachers. In the first part of the struggle for the re-instatement of

the teachers a victory was scored by the union when Superior Court Judge Joseph Graber ruled in favor of the dismissed teachers by denying a motion to dismiss their plea for a hearing before the board of education of the high school from which they were dismissed.

Financial assistance has been promised the union by the AFT committee on academic freedom. The Woman's Bureau of the Department of Labor is also taking an interest in the case.

Kenosha Local Issues Folder on Need For Better Schools

557 KENOSHA, WIS.—The Kenosha AFT has issued a printed folder entitled "The Kenosha Teachers Union Seeks Better Schools for Children, Teachers and Community." It contains specific recommendations for the improvement of schools in that city. Copies were sent to the superintendent of schools and other city officials. They are also available to the general public.

Special Labor Page In Local Newspaper Edited by AFT Member

202 SUPERIOR, WIS.—Jay S. Fisher, a member of Local 202, is the editor of a special page, "Labor News and Views," in *The Evening Telegram*. A check of its effectiveness reveals that it is read not only by the members of the local unions but also by the business and professional men of the community. Begun as an experiment, the page has proven a successful venture.

Sick Leave Provisions Liberalized For Teachers in Yonkers, New York

860 YONKERS, N.Y.—The AFT local was instrumental in the liberalization of the sick-leave provisions for teachers in Yonkers. The old provisions gave teachers three days of sick leave per year with a deduction of \$7.00 a day for substitute service.

The following are the revised provisions as embodied in a circular issued by the superintendent of schools in Yonkers:

RULES GOVERNING ALLOWANCES AND DEDUCTIONS FROM TEACHERS' SALARIES FOR ABSENCE DUE TO PERSONAL ILLNESS, ADOPTED OCTOBER 10, 1946, AND EFFECTIVE JANUARY 1, 1947

THEREFORE BE IT RESOLVED: That the rules regulating the compensation credit to which members of the teaching staff are entitled when absent from duty through personal illness be and they are hereby revised as here set forth and defined:

SECTION I: Each individual serving under appointment as a member of the teaching staff shall be entitled to receive for absence from duty on account of personal illness, salary credit as follows:

<i>Length of Service</i>	<i>Sick Leave Allowance</i>
(a) During the first and second years of service	Full pay, without deduction, for ten days, and half pay for ten additional days
(b) During the third, fourth, fifth, sixth, seventh, eighth, ninth and tenth years of service	Full pay, without deduction, for fifteen days, and half pay for fifteen additional days
(c) During the eleventh and subsequent years of service	Full pay, without deduction, for twenty days, and half pay for twenty additional days

SECTION II: Sick leave credit here provided for shall be cumulative to a maximum of fifty per cent for one year. Accordingly, one-half of the unused credit to which an individual teacher is entitled during a given year, may be used during the school year immediately following, but it shall not be carried over into a succeeding year. In computing the teacher's sick leave allowance, the benefits of the current year's credit will be used first. When this credit has been exhausted, the accumulated credit may then be used.

SECTION III: For personal illness, absences extending beyond the maximum specified in Sections I and II above, full deduction of one two-hundredth of the annual salary for each day's absence, shall be made.

SECTION IV:—A doctor's certificate covering absence for illness shall not be required of any members of the teaching staff for a period that is not longer than three days' service a calendar month. In cases of repeated absences, the Board of Education may require teachers to be examined by a physician designated by the Board.

SECTION V: A member of the teaching force under appointment who suffers an accident in the school building or on the school grounds while in the performance of duty and sustains injuries which cause the teacher to be absent from her assigned duties, shall be paid full salary upon the recommendation of the Superintendent of Schools, for the period of the absence so caused.

Milwaukee Reports Some Reduction In Class Size

252 MILWAUKEE, WIS.—The Wisconsin Teacher reports progress in the reduction of size of classes in Milwaukee:

"The Milwaukee Board of School Directors has taken the initial step in reducing the size of classes. The Board recently decided upon an average enrollment of 35 students per room for all elementary schools. Classes may fluctuate, however, from a minimum of 30 to a maximum of 40. High school class size remains unchanged.

"While this change is considerably short of the joint proposal of Milwaukee teacher organizations, it is a step in the right direction. Three Milwaukee teachers' organizations, including Local 252, and the City Council of the PTA jointly proposed a maximum class size of 35 pupils, as a beginning in the gradual reduction in the number of pupils per teacher. The Board's action falls considerably short of this preliminary goal. But it does eliminate classes of 45, 50, 55, or even more."

"Company Union" Dissolved in Detroit

231 DETROIT, MICH.—The dissolution of the Detroit School Employees' Council by Superintendent of Schools Arthur Don-dineau was hailed as a significant victory by the labor press. The superintendent's action followed soon after the Detroit Federation of Teachers demanded abolition of the Council, which they termed a company union, and charged its existence violated a state law which forbids an employer "to initiate, create, dominate, contribute to, or interfere with the formation or administration of a labor organization."

\$500 Increase Voted For Hamden Teachers

804 HAMDEN, CONN.—A special town meeting voted almost unanimously to increase teachers' salaries \$500 a year. The raise came largely as a result of the campaign of the AFT local. Other employees of the town who are not organized also received raises but smaller ones than those given the teachers.

In order to cover the cost of the increases, the town's tax rate has been advanced two mills.

Labor Notes

By Meyer Halushka, Local 1

(Continued from page 2)

Unions to Advise Labor Department on International Labor Affairs

A Joint Trade Union Advisory Committee on International Affairs has been established, it was announced by Secretary of Labor L. B. Schwellenbach. The American Federation of Labor, the Congress of Industrial Organizations, the Railroad Brotherhoods, and the Railway Labor Executives' Association have nominated top officials to serve on the Committee. The group will serve as advisers to Secretary Schwellenbach and Assistant Secretary David A. Morse with respect to international labor affairs.

The Committee will consist of ten top union officials—four from the American Federation of Labor, four from the Congress of Industrial Organizations, one from the Railroad Brotherhoods, and one from the Railway Labor Executives' Association. The American Federation of Labor executives on the committee are George Meany, Secretary-Treasurer; Matthew Woll, Vice President; Robert J. Watt, International Repre-

sentative; and David Dubinsky, President, International Ladies' Garment Workers Union.

Facts on Coal Mining

Boris Shishkin, AFL economist, made the following statement of facts in connection with the coal crisis:

"The scheduled work week in all the mines calls for 54 hours a week, or nine hours a day every day of the week except Sunday. The average miner goes down in the shaft when it is still dark and comes out of the mine after nightfall.

"While working underground he is in constant danger, not only to his health, but also his life. But even if he escapes such hazards, his strength is sapped and his life is shortened because he works in the dark without fresh air, inhaling dangerous gases and literally eating coal dust. He can see sunshine only on Sundays. But the sun does not always shine on Sundays.

"The labor cost per ton of coal is about \$2. The price of coal mined and delivered to the railroad yard averages \$3.75 a ton. The retail price for the same ton of soft coal paid by

the average American family this fall was over \$12. So you see, the coal miner gets only about one-sixth, or 17 percent, of what you pay for your coal.

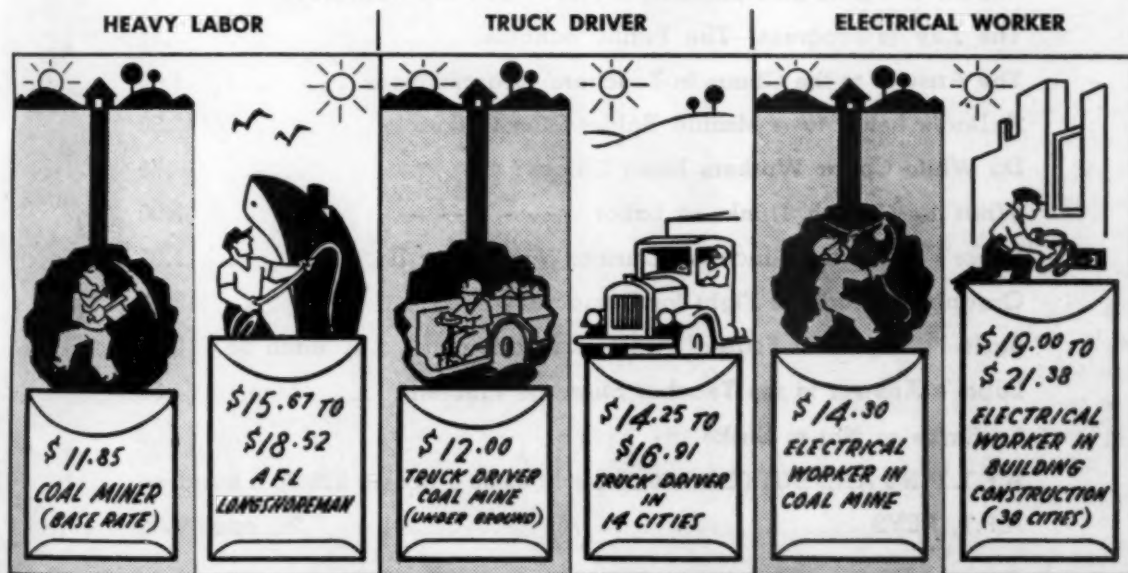
"The average hourly straight-time pay of the coal miner is \$1.18½ an hour. The comparable base pay in automobile manufacturing today is \$1.35 an hour for lighter and much less dangerous work.

"Coal mining is a sick industry. Its economic problem is a chronic one. It exists not only in America but in every other nation where coal is mined. England and France and Belgium have recurring coal crises, too.

"We will never solve the coal crisis by the unrealistic method of trying to place the blame on any particular individual or union. Not a single ton of coal can be mined by bayonets or court injunctions. We have to dig deeper than that for the basic solution. We have to establish conditions which will give the coal miners, the industry, and the nation's consumers industrial peace and economic security."

The illustration below comes from *Labor's Monthly Survey*, AFL.

CONTRAST IN PAY FOR A NINE-HOUR DAY



Pay for a nine-hour day is used for this comparison because this is the arrangement now prevailing in coal mines. The bituminous coal mine worker receives a base rate of \$1.18½ per hour for 7 hours, and time and a half for two hours, to cover portal to portal pay and overtime. Thus the total pay for nine hours is \$11.85 at the base rate. When wage payments at the base rate are averaged with those above and below the base, the average for all miners is approximately the same as the base rate.

A. F. T. Literature

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